



## Academic Departments and Programs



# Human Services

College of Health and Human Development

## INTRODUCTION

The Bachelor of Science in Human Services is a carefully articulated program providing the academic and experiential background for the student seeking a career working with people in the varied and expanding field of human services. An application-oriented major, it is based on a synthesis of knowledge from several social sciences, together with methodologies of intervention at the individual, group and community levels. Human services graduates are educated to respond in an informed way to identifiable human service needs in a variety of settings. The program's orientation and its synthesis of knowledge from many background disciplines, as well as its focus on the development of specific methods and practical skills to apply this knowledge, give it a unique perspective.

The Human Services major is structured around four interrelated components: theoretical foundations/intervention strategies; client population/cultural diversity; research/evaluation; and skill development/field experience.

About half of the graduates of the Human Services program go on to graduate programs, typically in social work, counseling, psychology, gerontology, public administration or education. A human services professional may provide direct services to clients, supervise personnel, administer programs and develop policies, and/or deliver support services to professional staff. Sample career options for Human Services graduates include adoption counselor, AIDS services case manager, child protective service worker, client advocate, community educator, elementary school teacher, geriatric caseworker, human services agency administrator, parent educator, policy analyst, probation officer, social service employee, youth counselor and behavior specialist.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Human Services:

### Intellectual inquiry, critical thinking, and problem solving

- Understand, interpret, and analyze relevant theories, research design, sampling methodology and measurement
- Evaluate human services programs and critique information provided by media and other primary and secondary sources
- Integrate and evaluate information to draw reasonable conclusions based on evidence
- Articulate ideas, taking into consideration purpose, audience and presentation mode

### Professional, reflective, field-based practice with culturally diverse populations in changing communities

- Demonstrate interviewing, case management, crisis intervention, assessment, and cultural competence skills

## DEPARTMENT CHAIR

Mikel Hogan

## DEPARTMENT OFFICE/WEBSITE

Education Classroom 405  
657-278-8444  
[hdcs.fullerton.edu/husr](http://hdcs.fullerton.edu/husr)

## PROGRAMS OFFERED

Bachelor of Science in Human Services  
Minor in Human Services

## FACULTY

John Doyle, Joe Albert Garcia, Gary Germino, Mikel Hogan, Melanie Horn-Mallers, Kristi Kanel, Lorraine Klein, Susan Larsen, Trent Nguyen, Lori Phelps, Carl Renold, James Ruby, Mia Sevier, Yuying Tsong



- Exhibit knowledge of the purpose, structure and processes of community organizations and government agencies focused on human services through the lifespan, and demonstrate an ability to use that knowledge effectively to serve and enhance diverse communities
- Understand that the needs of populations are multifaceted and dynamic and are best addressed from a collaborative, reflective, and interdisciplinary approach

### **Communication and information technology skills**

- Demonstrate collaborative communication with individuals, families and communities
- Articulate knowledge and skills to communicate effectively about human services issues using written and oral communications
- Use information technology to support human services delivery and implementation

## **BACHELOR OF SCIENCE IN HUMAN SERVICES (120 UNITS)**

The Bachelor of Science in Human Services requires 54 units in the major, including 36 units of required core courses, plus 18 units of adviser-approved courses related to one's anticipated professional specialization.

Majors must achieve a "C" (2.0) or better in all courses included in the core curriculum and in the advisement track. It is the student's responsibility to consult the department academic adviser at least once during each of her/his first two semesters on campus to develop a study plan identifying courses for the advisement track.

### **Community College Transfer Students**

Community college transfer students may apply a maximum of 12 units of coursework in human services and related fields towards the total of 54 units. Transfer of any units must be approved by the department adviser. For transfer students with a certificate in Substance Abuse, Domestic Violence or Gerontology, up to 18 units of coursework in human services may be applied to the total of 54 units.

### **Required Core Curriculum (36 Units)**

#### *Theoretical Foundation/Intervention (9 units)*

HUSR 201 Introduction to Human Services (3)

HUSR/COUN 380 Theories and Techniques of Counseling (3)

HUSR 310 Case Management (3)

#### *Client Populations/Cultural Diversity (9 units)*

AFAM/HUSR 311 Intracultural Socialization Patterns (3)

CAS 312 Human Growth and Development (3)

OR PSYC 361 Developmental Psychology (3)

PSYC 341 Abnormal Psychology (3)

OR SOCI 351 Sociology of the Family (3)

#### *Research/Evaluation (9 units)*

HUSR 315 Research and Data Management in Human Services (3)

HUSR 385 Program Design and Proposal Writing (3)

HUSR 470 Evaluation of Human Services Programs (3)

#### *Skills Development/Field Experience (9 units)*

HUSR 396 Practicum Seminar (2) and HUSR 396L Practicum (1)

HUSR 495 Fieldwork Seminar (2) and HUSR 495L Fieldwork (1)

HUSR 496 Internship Seminar (2) and HUSR 496L Internship (1)

*Note:* The practicum/fieldwork/internship courses (HUSR 396 and 396L, 495 and 495L and 496 and 496L) must be taken in sequence. Only one fieldwork course may be taken in a given semester. Students may substitute one semester of HUSR 490 for a fieldwork course.

### **Required Advisement Track (18 units)**

In addition to the core, the human services degree program requires each student to select, in consultation with an adviser, an 18-unit advisement track in the area of her/his anticipated professional specialization. Advisement tracks include:

#### *Mental Health Track (Emphasis in counseling and social work)*

Prepares students for entry-level career options such as adoption counselor, client advocate, social service employee, youth counselor and parent educator, and for graduate work in counseling, social work, clinical psychology or marriage and family therapy.

#### *Administration and Community Practice Track*

Designed for students wishing to pursue careers and/or graduate study in human services agency administration, community organization, social policy and planning; prepares students for entry level career options such as outreach worker, fundraiser, grant writer and data manager.

#### *Gerontology Track*

Developed for students interested in working with the elderly population as a geriatric caseworker or client advocate and graduate work in gerontology.

#### *Substance Abuse Treatment and Prevention Track*

Designed for students who are interested in careers such as drug and alcohol counselor and rehabilitation case manager. Once students complete a Bachelor's Degree in Human Services with this track, they are eligible to take the California Association for Alcohol/Drug Educators Certification Exam.

#### *Elementary Education Track*

Designed for students who are interested in pursuing an elementary teaching career.

#### *Persons with Disabilities Track*

Developed for students interested in working with physically and/or developmentally disabled population in human services or educational settings.

### *Individualized Advisement Track*

Students may develop their own track in consultation with the Human Services Department Faculty Adviser

*Note:* HUSR 300 is required in the Mental Health advisement track and should be taken early in the program.

### **MINOR IN HUMAN SERVICES (21 UNITS)**

The minor in Human Services may be of interest to students preparing for careers in the helping professions, as well as students with a personal interest in this field. The minor provides a structured selection of courses offered by the program that can complement other majors and minors by providing practical applications of theory, foundations, self-exploration and supervised fieldwork in a human services setting.

#### **Required Foundation Courses (9 units)**

HUSR 201 Introduction to Human Services (3)

HUSR 311 Intracultural Socialization Patterns (3)

HUSR 380 Theories and Techniques of Counseling (3)

#### **Electives (3-9 units)**

HUSR 300, 310, 315, 318, 350, 385, 400, 410, 411, 412, 415, 416, 420, 425T, 430, 434, 435, 436, 437, 440, 445, 450, 465, 470, 475, 480

#### **Fieldwork (3-9 units)**

HUSR 396/396L, 490, 495/495L, 496/496L

Equivalent practicum/internship course from a related University department.

### **HUMAN SERVICES COURSES**

Courses are designated as HUSR in the class schedule.

#### **196 Student-to-Student Tutorial (1-3)**

Prerequisite: approval of Department Chair. Tutoring experience with peers needing special assistance on a one-to-one basis or in small group settings. Credit/No Credit only; does not count toward the Human Services major/minor or G.E. requirement.

#### **201 Introduction to Human Services (3)**

Origin and scope of human services, including theoretical frameworks, the functions and activities of human services organizations, and the roles and related skills of human services workers.

#### **300 Character and Conflict (3)**

Prerequisite: consent of instructor at first class meeting. Experiential, theme-oriented class exploring life choices in the struggle for personal autonomy. Themes include body image, sex roles, love, sexuality, intimacy, marriage, loneliness, death, meaning and values. Credit/No Credit only.

#### **310 Case Management (3)**

Pre- or corequisite: HUSR 201. Principles and critical issues in case management, along with the various models of service delivery. Special attention given to the diverse populations utilizing case management systems. Collaborative and interagency services will be examined. One or more sections offered online.

#### **311 Intracultural Socialization Patterns (3)**

(Same as AFAM 311)

#### **315 Research and Data Management in Human Services (3)**

Prerequisites: completion of General Education (G.E.)

Category B.4 and HUSR 201. Basic research and assessment skills appropriate to the delivery of human services. Introductory skills relating to library search techniques, evaluation of research articles, computer based data analysis, tracking of client progress and implications for human services. One or more sections offered online.

#### **318 Human Services for Immigrants and Refugees (3)**

Pre- or corequisite, HUSR 201 or equivalent or 311. U.S. immigration policy for newcomers; stressors and cultural influences on coping behaviors and explores culturally sensitive models of human service delivery with an emphasis on Southeast Asian, Latino and Soviet immigrants and refugees. One or more sections offered online.

#### **350 Leadership Skills and Personal Development (3)**

Prerequisites: completion of G.E. Categories A.1, A.2, D.1.

Leadership concepts and skills, including psychological process, conflict resolution, counseling and human service skills. Help students become aware of their personal leadership styles; maintaining vitality through physical and mental health will be stressed. One or more sections offered online. (Same as COUN 350)

#### **380 Theories and Techniques of Counseling (3)**

Prerequisites: junior/senior standing and completion of G.E.

Category D.1. Contemporary theories and techniques of counseling. Counseling process, comparison of various theoretical approaches, introduction to professional and ethical issues. Taught partially online. One or more sections offered online. (Same as COUN 380)

#### **385 Program Design and Proposal Writing (3)**

Prerequisites: HUSR 315 or an elementary social science statistics course, HUSR 396 and 396L. Techniques of program design, budgeting and staffing of human service programs; proposal writing and fund development methods; survey of needs assessment procedures. One or more sections offered online.

#### **396 Practicum Seminar (2)**

Prerequisites: HUSR 201 or equivalent and HUSR 380 or 310.

Corequisite: HUSR 396L. Functions and structure of human services agencies; interrelationships with community services; the role of the human services worker; ethical, legal and professional issues. One or more sections offered online.

**396L Practicum (1)**

Prerequisites: HUSR 201 or equivalent and HUSR 310 or 380. Corequisite: HUSR 396. Field placement in one or more human service agencies for a minimum of eight hours per week. Credit/No Credit only.

**400 Ethical and Professional Issues in Human Services (3)**

Prerequisite: HUSR 201 or 380. Ethical, legal and professional issues facing the human services worker. Designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. Offered online only. (Same as PHIL 400)

**410 Crisis Intervention for Para-Professionals (3)**

Prerequisite: HUSR 201 or equivalent. Theories and techniques of short-term intervention and subsequent referral procedures. Topics include suicide, battering, AIDS, rape, death, dying and human-induced disasters in the community.

**411 Human Services Delivery to Communities (3)**

Prerequisite: AFAM/HUSR 311. Provides a framework for identifying the human service needs of varied community groups and focuses on the utilization of this knowledge about those groups in order to develop effective service delivery strategies. One or more sections offered online.

**412 Gerontology in Human Services (3)**

Prerequisite: HUSR 201 or equivalent. Gerontology and human services practice and policy focusing on historical developments and content of key social, legislative and governmental programs designed for older adults, including the Social Security Act, Older Americans Act and Medicare. Offered online only.

**415 Treatment Issues in Drug Addiction (3)**

Prerequisite: HUSR 380. Treatment issues and theoretical models involved in the treatment of drug dependencies. Emphasizes specific effects of different drug classifications; understanding drug cultures; women, children and elderly addiction; co-dependency and enabling.

**416 Group Process and Membership (1)**

Prerequisites: HUSR 300, 380. Didactic and experiential overview of stages of group development, impact of members on group identity, group member and leader issues. Survey of various counseling groups. May be repeated for credit. Credit/No Credit only.

**420 Human Services Management (3)**

Corequisite, HUSR 201. Issues in administration and management of human services in community agencies. Topics include assessing client needs, designing human service delivery systems, program budgeting, marketing strategies, accountability and improving program management. Offered online only.

**425T Contemporary Issues in the Human Services (3)**

Prerequisite: HUSR 201 or equivalent. Systematic study and theory, research findings and intervention strategies related to contemporary issues faced by paraprofessional human service workers. May be repeated for credit under different topic. Offered online only.

**430 Child Abuse and the Human Services (3)**

Prerequisite: HUSR 201 or equivalent. Types and symptoms of abuse, assessment techniques, legal and ethical issues, family dynamics pertaining to children, adolescents and adults abused as children. Special topics include networking and referral, utilizing community resources and prevention. One or more sections offered online.

**434 Physiological Effects of Alcohol and Other Drugs (3)**

Prerequisite: HESC 321 or equivalent. Pharmacological actions of drugs of abuse and how these relate to the physiological, psychological and behavioral effects of such drugs. Properties of recreational, "street" drugs and of prescription drugs that lead to abuse and/or dependence are covered. Not available for use on a graduate study plan. One or more sections offered online.

**435 Drug Abuse Prevention and Early Intervention (3)**

Prerequisite: HUSR 434 or 415 or HESC 321. History, theories and models in the drug prevention field. Theoretical foundations and conceptual frameworks that have been used in the field will be presented. Major research and evaluation outcomes on the effectiveness of prevention strategies are examined. Not available for use on a graduate study plan. One or more sections offered online.

**436 Dynamics of Substance Abuse Treatment in Families (3)**

Prerequisite: HESC 321 or HUSR 415. Explore and apply methods of assisting significant others, organizations and communities to understand, treat and prevent substance abuse and dependence. Develop practice strategies that will prepare them to deliver services at the micro, meso and macro levels. Not available for use on a graduate study plan.

**437 Co-Occurring Disorders: Assessment, Treatment and Referral (3)**

Prerequisite: HUSR 201. Concepts, definitions and features of co-occurring mental disorders and substance-related disorders in individuals seen in human services settings; includes screening, assessment, case management and service delivery for such individuals. Not applicable to graduate degree requirements.

**440 Abuse of Persons with Disabilities: Assessment, Evaluation and Intervention (3)**

Prerequisites: HUSR 201, 380. Abuse towards persons with disabilities via the context of assessment, evaluation and intervention. Societal and cultural factors that promote abuse towards persons with disabilities. Offered online only.

#### **445 Persons with Disabilities and Human Services Community Support systems (3)**

Prerequisite: HUSR 201. Diversity model approach to human service practice for persons with disabilities. Topics include societal and professional stereotypes, disability, culture, disability groupings, guidelines for practice with persons with disabilities, systems and community support for persons with disabilities. Offered online only.

#### **465 Human Services Delivery to Latinos (3)**

Prerequisite: HUSR 201. Theory, research findings and intervention strategies related to contemporary issues faced by paraprofessional human service workers in working with Latino populations. Cultural competence when serving Latinos in mental health, social welfare and educational agencies.

#### **450 Theory and Practice of Group Counseling (3)**

Prerequisites: HUSR 300, 380 and consent of instructor. Critical evaluation of 10 contemporary theoretical approaches to group counseling, as well as issues in group work. Emphasizes applying theories and techniques to actual group situations.

#### **470 Evaluation of Human Services Programs (3)**

Prerequisite: HUSR 385. Making program objectives measurable; determining appropriate methodology and techniques to evaluate effectiveness, efficiency and process variables; practical problems of program evaluation. One or more sections offered online.

#### **475 Human Services Policy and Practice (3)**

Pre- or corequisite: HUSR 201. Relationship between policy and practice. Problem of inequities and inequalities in the distribution of resources through social policies and social welfare programs. Particular attention is paid to how policy impacts service delivery to disenfranchised groups. Offered online only.

#### **480 Case Analysis and Intervention Techniques (3)**

Prerequisites: HUSR 380, 396, 396L. Psychodynamic principles of evaluation, diagnosis and intervention; techniques of counseling appropriate to diverse populations; application of a psychoanalytic perspective to the diagnostic categories of the DSM-IV.

#### **490 Practicum in Group Leadership (3)**

Prerequisites: HUSR 300, 380 and consent of instructor. Supervised experience as a group leader. Approaches and techniques of group leadership. May be used as a substitute for 495/495L or 496/496L. Coordinator approval needed for substitution for 495/495L or 496/496L. May be repeated once for credit.

#### **495 Fieldwork Seminar (2)**

Prerequisites: HUSR 396, 396L. Corequisite: HUSR 495L. Classroom analysis of agency experience focusing on skills and techniques of human service workers and organizational analysis. One or more sections offered online.

#### **495L Fieldwork (1)**

Prerequisites: HUSR 396, 396L. Corequisite: HUSR 495. Supervised fieldwork in one or more human service agencies for a minimum of eight hours per week. Credit/No Credit only.

#### **496 Internship Seminar (2)**

Prerequisites: HUSR 495, 495L; or HUSR 490 when taken in lieu of 495 and 495L; and at least two courses in approved specialization. Corequisite: HUSR 496L. Supervised internship in a community service agency in area of specialization. Seminar consists of group supervision and discussion of cases. One or more sections offered online. Credit/No Credit only.

#### **496L Internship (1)**

Prerequisites: HUSR 495, 495L; or HUSR 490 when taken in lieu of 495 and 495L. Corequisite: HUSR 496. Requires 120 hours of supervised internship experience in one or more human service agencies in one semester. One or more sections offered online. Credit/No Credit only.

#### **499 Independent Study (1-3)**

Prerequisites: approval of coordinator, consent of instructor, and junior or senior standing. Individual research project, either library or field, under the direction of a faculty member. May be repeated for credit. Only three units per semester.



# Information Systems and Decision Sciences

Mihaylo College of Business and Economics

## DEPARTMENT CHAIR

Bhushan Kapoor

## DEPARTMENT OFFICE/WEBSITE

Steven G. Mihaylo Hall 4113  
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business.fullerton.edu/isds

## PROGRAMS OFFERED

Bachelor of Arts in Business

Administration

Concentrations:

Decision Sciences

Information Systems

Marketing and Information  
Systems

Joint Emphasis in Accounting  
and Information Systems

Minor in Information Systems

Master of Business Administration

Concentrations:

Business Analytics

Information Systems

Decision Sciences

Master of Science in Information

Systems

Concentrations:

Business Analytics

Decision Sciences

Master of Science in Information

Technology

## FACULTY

Vahideh Abedi, Rahul Bhaskar,  
Tammy Drezner, Zvi Drezner, Zvi  
Goldstein, Ester Gonzalez, Pawel  
Kalczynski, Bhushan Kapoor, Malini  
Krishnamurthi, Mabel Kung, Peng  
Liu, Laura Marcoulides, Do Le Minh,  
Sinjini Mitra, Barry Pasternack, Sorel  
Reisman, Panayiotis Skordi, Daniel  
Soper, Ofir Turel, Samuel Yang, Dawit  
Zerom, Yi "Jenny" Zhang

## INTRODUCTION

The Information Systems and Decision Sciences Department offers courses in Information Systems, Decision Sciences and Business Analytics.

Information systems are computer-based systems that aid management in making decisions and assist in implementing and controlling management policies. They are used in business, industry and government operations. Applications include airline reservations, banking transactions, crime prevention networks, election returns, real estate assessment, tax records, newspaper databases, sports statistics and computer assisted learning.

Decision sciences is the application of the scientific method to decision-making in business and government using the techniques of operations research and statistics. Nearly all decision sciences problems involve solutions using computers. Operations research uses mathematical and simulation models to provide decision-makers with quantitative information pertaining to complex business situations. Statistics assists decision-makers by using techniques designed to draw inferences from experimental and sampling data.

Business analytics is a broad field consisting of a variety of business processes for data management and a wide range of analytical tools for performing data analysis to make better strategic and tactical business decisions. Business processes for data management include methods for planning, collecting, storing and structuring data into databases and data warehouses. Analytical tasks include querying, reporting, visualizing, generating online active reports and running advanced analytical techniques for classification, segmentation and prediction (e.g., data mining).

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

### B.A. Business Administration

The following goals and learning outcomes have been established for students pursuing a bachelor's degree in Business Administration:

#### *Problem solving and critical thinking skills*

- Effectively use quantitative/analytical, problem-solving and critical thinking skills in a business situation

#### *Interpersonal relations*

- Motivate self and others to achieve group and organizational goals
- Diagnose and resolve conflict in group and organizational settings

#### *Ethical awareness*

- Demonstrate an awareness of ethical issues and responsibilities

#### *Functional knowledge*

- Understand and appreciate the principles and roles of each of the major business disciplines and the interrelationships of these disciplines within a strategic framework

#### *Multicultural awareness*

- Appreciate diversity and understand how workforce and market diversity challenge, benefit and influence the activities of the organization

#### *Information technology skills*

- Use information technology to support business analysis and operations

#### *Global awareness*

- Understand the impact of the global economy and business environment

#### *Economic and legal environment knowledge*

- Demonstrate knowledge about the economic and legal environments in which business operates

#### *Communications skills*

- Demonstrate knowledge and skills to communicate effectively about business issues using written and oral communications

### **M.S. Information Systems Concentration**

The following goals and learning outcomes have been established for students pursuing a master's degree in Information Systems:

#### *Telecommunications*

- Assess the telecommunications needs of an organization
- Supervise the development of a local or wide-area data and communications network

#### *Use the Internet in support of operations*

- Select the appropriate telecommunications hardware and software

#### *Managerial*

- Be familiar with the terminology and basic principles of business information systems and the Internet
- Understand ethical, global, political, social, legal, regulatory, environmental and technology issues
- Understand the impact of demographic diversity on organizations

#### *Systems development process*

- Analyze the information systems needs of an organization
- Design an information system to serve the needs of an organization

#### *Data needs*

- Design a database system to serve the needs of an organization
- Select appropriate software to operate a database system

#### *Programming concepts*

- Write a computer program using the fundamental concepts of programming
- Document a program
- Select a particular computer language for a programming application

#### *Collaboration*

- Work productively in a team or collaborative setting to achieve common goals

#### *Research*

- Conduct, evaluate and synthesize research, and apply theoretical ideas to practical settings

#### *Communications*

- Effectively present ideas in a logical framework in a variety of forms with proper language structure and mechanics

### **BACHELOR OF ARTS IN BUSINESS ADMINISTRATION, MINOR IN INFORMATION SYSTEMS, MASTER OF BUSINESS ADMINISTRATION**

For information on the minor in Information Systems, as well as the Information Systems, Decision Sciences, Marketing and Information Systems concentrations, and Joint Emphasis in Accounting and Information Systems within the B.A. and MBA, please refer to the "Business Administration" programs section of this catalog.

### **MASTER OF SCIENCE IN INFORMATION SYSTEMS (30 UNITS)**

Concentrations in the M.S. in Information Systems include Business Analytics and Decision Sciences. For students with an undergraduate degree in business administration with a concentration in information systems, the curriculum may be completed in 1 1/2 years (full time) or 2 1/2 years (part time). Students with a bachelor's degree in a field other than business administration are eligible to apply; however, such students will be required to complete additional courses or demonstrate proficiency as described under the Curriculum requirements.

Cal State Fullerton is the only university in Orange County accredited by the AACSB International at both the undergraduate and graduate level for both accounting and business administration.

Most graduate courses in the Mihaylo College of Business Administration and Economics require "classified MCBE status" and are open only to students with classified standing in the M.S. in Information Systems, M.S. in Taxation, M.A. in Economics, MBA or M.S. in Accountancy programs.



## Admission Requirements

Admission is competitive. Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants will be evaluated based on the following:

- Satisfactory score on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE). Students must score in the top 50 percent on the verbal, quantitative and analytical writing areas
- A bachelor's degree with a major in business administration equivalent to the degree as offered at CSUF with at least an overall cumulative grade point average of 3.0 (B). The degree must include calculus and software applications equivalent to passing MATH 135, Business Calculus and ISDS 265, Introduction to Information Systems and Applications, with a "C" (2.0) or better in each. Courses in the major that are more than seven years old must be evaluated/validated for currency. Courses with grades lower than "C" (2.0) must be repeated
- For international students, a minimum score of 570 on the TOEFL paper exam or 90 on the internet based (iBT) is required
- Recommendation from the ISDS Admission Committee based upon a review of the above requirements, the student's "Statement of Purpose" and prior work experience. Additional coursework may be required of conditionally admitted students who holistically satisfy the criteria but are weak in one of the above areas

## Curriculum

At least 21 of the 30 units required for the Master of Science in Information Systems degree must be at the 500 level. In lieu of the Information Systems study plan, students may choose a concentration in either Business Analytics or Decision Sciences.

An overall 3.0 (B) GPA is required in study plan courses and all applicable coursework. Any study plan course with a grade lower than "C" (2.0) must be repeated with at least a "C" (2.0).

Students admitted with a bachelor's degree in a field other than business administration will be required to complete the following additional course requirements or their equivalent (either prior to or during their residency at CSUF):

- MATH 135 Business Calculus (3)  
ISDS 265 Introduction to Information Systems and Applications (3)  
ISDS 309 Introduction to Operating Systems and Programming (3)  
ISDS 361A Quantitative Business Analysis: Probability and Statistics (3)  
OR ISDS 513 Statistical Analysis (3) with a "C" (2.0) or better

## Business foundation courses

- ACCT 510 Financial Accounting (3)  
ECON 515 Microeconomic Perspective for Managers (3)  
OR MGMT 339 Principles of Management and Operations (3)  
FIN 320 Business Finance (3)  
ISDS 514 Decision Models for Business and Economics (3)  
MGMT 518 Legal and Ethical Environment of Business (3)  
OR MKTG 351 Principles of Marketing (3)

These courses must be completed with at least a 3.0 (B) overall grade point average and with a "C" (2.0) or better in each course.

## INFORMATION SYSTEMS STUDY PLAN

ISDS 309 (or equivalent) is a prerequisite to many courses and should be taken prior to the beginning of the program.

## Required Core Courses (15 units)

- ISDS 418 Privacy and Security (3)  
ISDS 550 Telecommunications and Business Networks (3)  
ISDS 551 Info Resources and IT Project Management (3)  
ISDS 552 Systems Analysis, Design and Development (3)  
ISDS 555 Business Databases: Design and Processing (3)

## Electives (12 units)

Four courses (12 units) to be selected in consultation with and approved by the student's adviser. Additional electives to those below may be available. Students should contact the department office for a current listing. Note that students who do not have an undergraduate degree in Information Systems must take ISDS 411 as an elective.

*Note:* No more than nine units of electives may be at the 400 level.

- ISDS 411, 415, 431, 433, 435, 437, 443, 474, 485, 553, 554, 556, 557, 558, 563, 568, 576

Students may use one applied management science course and one applied business course as electives. The applied management science course may be selected from the following:

- ISDS 462, 473, 526, 560, 561

*The applied business course electives may be selected from the following:*

- ACCT 511, MGMT 444, MGMT 573, MKTG 565

## Terminal Evaluation (3 units)

- ISDS 577 Seminar in Information Systems Implementation (3)

Students must complete the individual project in ISDS 577 with a grade of "B" (3.0) or better. In exceptional cases, a thesis (BUAD 598) may serve as an option to the individual written project. See the departmental graduate adviser for details.

## **BUSINESS ANALYTICS CONCENTRATION**

### **Required Courses (12 units)**

- ISDS 415 Principles of Business Intelligence (3)  
ISDS 474 Data Mining for Managers (3)  
ISDS 555 Business Databases: Design and Processing (3)  
ISDS 556 Data Warehousing and Foundations of Business Intelligence (3)

### **Electives (15 units\*)**

#### *Information Systems (6 units minimum)*

- ISDS 550 Telecommunications and Business Networks (3)  
ISDS 551 Info Resources and IT Project Management (3)  
ISDS 552 Systems Analysis, Design and Development (3)  
ISDS 558 Advance Software Development with Web Applications (3)  
ISDS 563 Geographic Information Systems for Business (3)  
ISDS 565 Wireless Information Systems (3)  
ISDS 568 Information Systems for Knowledge Management (3)

#### *Decision Sciences (6 units minimum)*

- ISDS 440 Integrative Decision Tools for Business Operations (3)  
OR ISDS 442 Business Modeling Using Spreadsheets (3)  
ISDS 443 Marketing Analytics Decision-Making in the Information Age (3)  
ISDS 462 Applied Business Regression Analysis with SAS (3)  
ISDS 473 Applied Business Forecasting (3)  
OR ISDS 526 Forecasting, Decision Analysis and Experimental Design (3)  
ISDS 521 Revenue Management Modeling (3)  
ISDS 560 Advanced Deterministic Models (3)

#### *Electives Outside ISDS (3 units minimum)*

- ACCT 511, ECON 440, 504, FIN 432, MGMT 516, 535,  
MKTG 565

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\* No more than three units of electives may be taken at the 400 level

### **Terminal Evaluation (3 units)**

- ISDS 577 Seminar in Information Systems Implementation (3)

Students must complete the individual project in ISDS 577 with a "B" (3.0) or better. In exceptional cases, BUAD 598 (thesis) may serve as an option to the individual written project. See the departmental graduate adviser for details.

## **DECISION SCIENCES CONCENTRATION**

### **Required Courses (9 units)**

- ISDS 415 Principles of Business Intelligence (3)  
ISDS 526 Forecasting, Decision Analysis and Experimental Design (3)  
OR ISDS 473 Applied Business Forecasting (3)

- ISDS 560 Advanced Deterministic Models (3)  
OR ISDS 561 Advanced Probabilistic Models (3)

### **Statistics Course (3 units minimum)**

*One or more of the following:*

- ISDS 422 Surveys and Sampling Design and Applications (3)  
ISDS 461 Statistical Theory for Decision Sciences (3)  
ISDS 462 Applied Business Regression Analysis (3)  
ISDS 467 Statistical Quality Control (3)  
ISDS 472 Design of Experiments (3)  
ISDS 474 Data Mining for Managers (3)  
ISDS 475 Multivariate Analysis (3)

### **Electives (15 units maximum)**

- ISDS 443, 465, 490, 516, 521, 551, 552, 553, 555; 560 or 561;  
563, 568

### **Electives Outside ISDS (6 units maximum)**

- ACCT 511, ECON 440, 504, FIN 432, MGMT 516, 535,  
MKTG 565

### **Terminal Evaluation (3 units)**

- ISDS 576 Business Modeling and Simulation (3)

Students must complete the individual project in ISDS 576 with a "B" (3.0) or better. In exceptional cases, BUAD 598 (thesis) may serve as an option to the individual written project. See department graduate adviser for details.

## **MASTER OF SCIENCE IN INFORMATION TECHNOLOGY (30 UNITS)**

Subject areas required for a M.S. in Information Technology are programming, accounting, data communications, management of an IT organization, systems analysis and design, e-commerce and database development.

### **Admission Requirements**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants will be evaluated based on the following:

- Minimum of 2 years practical experience in a functional area of business
- Minimum average score of 530 on the GRE or a total scaled score of 530 on the GMAT
- Submission of a written self-assessment explaining why they believe they would be a good candidate for the program
- Successful passage of a phone or face-to-face interview designed to assess their level of technology knowledge, skills and abilities to be an online learner

- Proficiency in office productivity tools using a personal computer and knowledge and experience in utilizing Internet-based systems
- For international students, a TOEFL score of 570 on the paper exam is required

### **Application Deadlines**

The deadline for completing an online application is March 1 for the following fall semester (see: [www.csumentor.edu](http://www.csumentor.edu)). Mailed applications need to be postmarked by the same deadline. However, the deadline may be changed based upon enrollment projections.

### **Curriculum**

Each student is required to attend and successfully complete an on-campus orientation session for new students and maintain a GPA of 3.0. If circumstances force a student to fall out of the original cohort schedule, the student will be permitted to continue in the program, but will default to the next cohort cycle, provided the student remains in good academic standing.

## **INFORMATION TECHNOLOGY STUDY PLAN**

### **Required Courses (21 units)**

ACCT 509 Accounting for Information Technology (3)  
 ISDS 405 Programming Concepts for Information Technology (3)  
 ISDS 550 Telecommunications and Business Networks (3)  
 ISDS 551 Info Resources and IT Project Management (3)  
 ISDS 552 Systems Analysis, Design and Development (3)  
 ISDS 553 Electronic Commerce: Analysis and Evaluation (3)  
 ISDS 555 Business Databases: Design and Processing (3)

### **Elective Courses (6 units)**

ACCT 507  
 ISDS 435, 518, 521, 554, 556, 558

### **Required Capstone Course (3 units)**

ISDS 577 Seminar in Information Systems Implementation (3)

## **INFORMATION SYSTEMS AND DECISION SCIENCES COURSES**

Courses are designated as ISDS in the class schedule.

### **161 Discovering Business through Decision Science (1)**

How businesses operate through tours of a number of manufacturing and service facilities. Emphasizes how businesses use quantitative analysis to improve operations.

### **162 Introduction to Excel Spreadsheets (1)**

Introduction to the Excel spreadsheet with emphasis on business applications. Topics include how to enter data, formulas, functions and enhancing the worksheet to create graphs and databases. Students who take ISDS 265 cannot receive credit for ISDS 162.

### **163 Electronic Research of Business Enterprises (1)**

How to utilize electronic and non-electronic resources to research the history of a business. The resulting history will be published on the World Wide Web.

### **165 Navigating the Information Superhighway (1)**

A hands-on course surveying information resources available through the Internet. Topics include e-mail, the World Wide Web, Internet search engines and computerized library resources.

### **166 Developing Computer Based Presentations (1)**

Concepts, principles and techniques for developing computer-based presentations. Create presentation outlines, use masters and templates, work with graphs and organization charts, and develop electronic slides and transparencies.

### **167 Practical Approach to Database Systems (1)**

Hands-on methods to plan, create and maintain databases. Create customized forms and queries, as well as develop professional looking reports. Students who take ISDS 265 cannot receive credit for ISDS 167.

### **168 Mastering the World Wide Web (1)**

How the World Wide Web works and how one can set up a website and author web pages. Topics include: web browsers, design of a website, HTML, multimedia, interactive techniques, CGI, security and site promotion.

### **262 Visual Basic for Excel (1)**

Prerequisite: ISDS 162 or equivalent. Introduction to the Visual Basic programming language that is a subset of the Excel spreadsheet. Students who take ISDS 265 cannot receive credit for ISDS 262.

### **265 Introduction to Information Systems and Applications (3)**

Information systems, hardware, software, information systems concepts in business; telecommunications; e-commerce; enterprise systems; system development/acquisition; ethics, crime and security; microcomputer applications and hands-on exercises in the business arena.

### **309 Introduction to Programming (3)**

Prerequisite: ISDS 265 or equivalent. Basic problem-solving techniques; structured programming principles; object-oriented programming principles; using GUI objects; handling events; processing files and streams.

### **351 Information Technology for Managers (3)**

Prerequisite: ISDS 265. Essential concepts of information technology (IT) in business settings, using IT for competitive advantage, IT oversight and management frameworks, and various business and IT-related issues, such as ethical implications of information technology.



**352 Advanced Data and Information Analysis in Business (3)**

Prerequisites: FIN 320, MKTG 351. Advanced spreadsheet topics for professional business, downloading of databases into spreadsheets and database packages and statistical analyses for decision support; database concepts and design; querying and report writing; applications to financial/ marketing forecasting models.

**361A Quantitative Business Analysis: Probability and Statistics (3)**

Prerequisites: MATH 135 and ISDS 265 or equivalents. Corequisite: BUAD 301; 2.5 cumulative GPA for online section registration. Probability concepts; expectations; descriptive statistics; discrete and continuous random variables; sampling; estimation; hypothesis testing; simple and multiple regression; nonparametric statistics.

**361B Quantitative Business Analysis: Statistics and Decision Sciences (3)**

Prerequisites: ISDS 361A; 2.5 cumulative GPA for online section registration. Quantitative methods and their application to business and economic problems. Forecasting, ANOVA, quality control, decision analysis, mathematical modeling, optimization, PERT/CPM, inventory.

**371 C++ For Business Applications (3)**

Prerequisite: ISDS 309. C++ syntax, structured programming, table handling, design standards, object oriented programming.

**372 Java Programming for Business Applications (3)**

Prerequisite: ISDS 309. Java syntax and structure. Object oriented programming: classes, objects, association, inheritance, polymorphism. Business applications of Java. Use of Java packages. Web applications: applets and threads.

**402 Database Management Systems (3)**

Prerequisite: BUAD 301. Concepts, principles and methods for analysis, design and implementation of database management systems; theory and practice; the relational model; issues and problems associated with developing single and multiple user applications both today and in the future; project required. One or more sections offered online.

**405 Programming Concepts for Information Technology (3)**

Prerequisite: admission to the M.S. in Information Technology program. Application programming fundamentals for IT systems; structured and object-oriented programming, accessing and management of database tables and external files; layout design and data extraction for advanced output; testing, debugging and analysis tools.

**406 Systems Analysis and Design (3)**

Prerequisites: BUAD 301, ISDS 265, 402. Systems analysis and design for business information systems; systems development methodologies; managing changes to system parameters; systems process and data models; case tool types and their use; structured vs. object oriented analysis and design.

**409 Business Telecommunications for Information System Design (3)**

Prerequisites: BUAD 301, ISDS 309. Pre- or corequisite: ISDS 406. Concepts for developing a data communication architecture to support Information Systems for a business enterprise. Requires students to undertake a group project to design a LAN.

**411 Business Applications Using Web (3)**

Prerequisites: BUAD 301, ISDS 309. Corequisite: ISDS 402. Contemporary issues in the design and development of integrated, graphical user interface-based business applications.

**412 Statistics with SAS Applications (3)**

Prerequisite: ISDS 361A. Statistical concepts beyond the basic applications. Uses SAS application program to solve statistical problems. Project required using concepts taught in the class.

**414 Internet Technologies and Applications (3)**

Corequisite: ISDS 402. Contemporary Internet technologies and Web applications: Internet infrastructures, development of Web sites and dynamic Web pages, Web databases, business applications. Not applicable to graduate degree requirements.

**415 Principles of Business Intelligence (3)**

Prerequisites: BUAD 301, ISDS 402. Principles and procedures related to the design and use of expert systems and decision support systems principles in management decision making; development of expert systems using shells.

**418 Privacy and Security (3)**

Corequisites: BUAD 301, ISDS 402. Security and privacy problems associated with the use of computer systems; ways to minimize risks and losses.

**422 Surveys and Sampling Design and Applications (3)**

Prerequisites: BUAD 301, ISDS 361A. Principles for designing business and economic surveys. Applications in accounting, marketing research, economic statistics and the social sciences. Sampling; simple random, stratified and multistage design; construction of sampling frames; detecting and controlling non-sampling errors.

**431 Enterprise Systems Implementation, Configuration and Use (3)**

Prerequisite: MGMT 339. Methodology and tools for configuring an ERP system to support critical business processes. Topics include system modules, implementation tools and data settings. Focuses on configuring the system to support a variety of business scenarios.

**433 Enterprise Systems Administration (3)**

Prerequisite: ISDS 406 or 552. Technical administration practices required to manage the day-to-day operations of an Enterprise Resource Planning (ERP) system. Topics include system architecture, security, system performance and installation of upgrades.

**435 Integrated Enterprise Information Systems (3)**

Prerequisite: MGMT 339. Application programming fundamentals for ERP systems; accessing and management of ERP database tables and external files; layout design and data extraction for advanced output; testing, debugging and analysis tools; security issues in an ERP system.

**437 Enterprise Networks for Information Systems (3)**

Prerequisite: ISDS 409 or 550. Placing the network in perspective within the overall enterprise that it serves, and the issues involved in constructing, updating and managing the networks which make up the infrastructure of those information systems.

**440 Integrative Decision Tools for Business Operations (3)**

Prerequisites: BUAD 301, ISDS 361B. Intermediate management science modeling and solution techniques, including topics in linear and non-linear programming, integer programming, dynamic programming, Markov processes, queuing theory and inventory models.

**442 Business Modeling Using Spreadsheets (3)**

Prerequisite: ISDS 361B or equivalent. Microsoft Excel will be used to implement business models. Excel will be used to effectively organize, analyze and present information. Examples include operations, production, marketing and finance. Macros, goal seek, solver, simulation and data tables.

**443 Marketing Analytics Decision-Making in the Information Age (3)**

(Same as MKTG 443)

**454 Senior Project: Information Systems Development (3)**

Prerequisites: BUAD 301, ISDS 402, 409. Integrates information systems development concepts of analysis, design and implementation. Students will develop an information system from concept to completion. Individual and team effort.

**461 Statistical Theory for Decision Sciences (3)**

Prerequisites: BUAD 301, ISDS 361A. Mathematical topics needed for statistical theory. Distribution theory, moment generating functions, central limit theorem. Estimation theory, maximum likelihood. Hypothesis testing, Neyman-Pearson Lemma, likelihood ratio tests. Use of statistical software packages.

**462 Applied Business Regression Analysis with SAS (3)**

Prerequisite: ISDS 361A. Regression analysis where prediction models are developed to tackle a variety of business decision problems. Data issues and appropriate use of SAS software.

**465 Linear Programming in Decision Sciences (3)**

Prerequisites: BUAD 301; ISDS 361B or MATH 250B. Mathematical and theoretical foundations for linear programming; geometric and linear algebraic approaches and proofs; simplex method, duality, sensitivity and parametric analyses, extensions to specialized algorithms and large-scale models; practical and computer based applications will be discussed.

**467 Statistical Quality Control (3)**

Prerequisites: BUAD 301, ISDS 361A. Control charts for variables, percent defective and defects. Tolerances, process capacity; special control charts, acceptance sampling and batch processing problems. Bayesian aspects of process control.

**472 Design of Experiments (3)**

Prerequisites: BUAD 301, ISDS 361A. Corequisite: ISDS 440. Fundamentals of experimental design. Analysis of variance, factorial experiments, nested designs, confounding and factorial replications.

**473 Applied Business Forecasting (3)**

Prerequisites: BUAD 301, ISDS 361A. Forecasting methods applied to problems in business and industry; practical multiple regression models with computer solutions; basic techniques in time-series analysis of trend, cyclical and seasonal components; correlation of time-series and forecasting with the computer.

**474 Data Mining for Managers (3)**

Prerequisite: ISDS 361A or equivalent. Fundamentals of data mining. Topics may include association, classification, clustering, decision trees, statistical modeling and visualization. Motivation for the applications of data mining techniques. Use of data mining software suites on data sets.

**475 Multivariate Analysis (3)**

Prerequisites: BUAD 301, ISDS 361A. The least squares principle; estimation and hypothesis testing in linear regression; multiple and curvilinear regression models; discriminant analysis; principle components analysis; application of multivariate analysis in business and industry.

**476 Web Mining and Text Mining (3)**

Prerequisite ISDS 402. Corequisite: 474. Fundamental concepts related to text (Web) document pre-processing and analysis. Topics include information extraction, structuring and dimension reduction, similarities between documents, classification, clustering, predictive modeling and social network analysis. Individual and group effort.

**485 Wireless Business Networks for Information Systems (3)**

Corequisite: ISDS 409 or equivalent. Concepts of wireless networks and technologies and their management from the perspective of an organization. Wireless LANs, services offered by wireless carriers, analysis and design of wireless networks, wireless security and how organizations can leverage wireless technologies to their advantage.

**490 Queuing and Stochastic Models in Decision Sciences (3)**

Prerequisites: BUAD 301 and ISDS 361B or MATH 335. Probabilistic models in management science; theoretical foundation and model development for Poisson process models, birth-death models, Markovian and general queuing situations and Markov chains; renewal theory and/or reliability models; practical business applications.

**495 Internship (1-3)**

Prerequisites: BUAD 301; at least junior standing, 2.5 GPA and one semester in residency at the university; and consent of internship adviser. For Information Systems concentration, ISDS 309; for Management Science concentration, ISDS 361B; for International Business concentration, ISDS 309 or ISDS 361B. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

**499 Independent Study (1-3)**

Prerequisites: BUAD 301, ISDS 361B, senior standing and approval by the Department Chair. Open to qualified students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

**513 Statistical Analysis (3)**

Prerequisites: MATH 135, ISDS 265 (or equivalents) and classified MCBE status. Basic probability and descriptive statistics; sampling techniques; estimation and hypothesis testing; simple and multiple regression, correlation analysis; computer packages and other optional topics.

**514 Decision Models for Business and Economics (3)**

Prerequisites: ISDS 513 and classified MCBE status. Linear programming; inventory; PERT-CPM; queuing; computer simulation; time-series forecasting; and other optional topics.

**516 Introduction to Logistics Analysis Techniques (3)**

Prerequisites: ISDS 514 and classified MCBE status. Scope of logistics; external and internal environment; analysis of demand, analysis of cost, commodity and transportation rates; structure of transport industry, inventory management, merchandise storage and warehousing; framework of regional analysis; methods of location analysis.

**518 Quantitative Tools for Information Technology Management (3)**

Quantitative tools that are useful in management of an IT organization. Topics include review of probability concepts, linear programming, network modeling, project management, decision analysis, forecasting, queuing theory and simulation. Students may not receive credit for both ISDS 514 and 518.

**521 Revenue Management Modeling (3)**

Prerequisite: ISDS 514 or equivalent. Corequisite: ECON 515. Revenue management deals with how prices are set in organizations. Analytical tools and a conceptual framework to determine optimal price recommendations. Reinforces concepts student may have learned in other business courses such as marketing or economics.

**526 Forecasting, Decision Analysis and Experimental Design (3)**

Prerequisites: ISDS 514 and classified MCBE status. Time series analysis. Trend, cyclical and seasonal components. Statistical decision theory. Fundamental principles of experimental design; interaction. Software packages.

**550 Telecommunications and Business Networks (3)**

Concepts for developing a data communication architecture for a business enterprise. Issues of transmission media, speed, efficiency, protocols, security in a variety of network architectures such as LAN, WAN, VPN, leading to "the state of the art" wireless networks. Concludes with a discussion on the technical implications of doing business on the Internet.

**551 Info Resources and IT Project Management (3)**

Prerequisite: admission to MCBE graduate program. Expanding role of information systems in the overall strategy and management of organizations. Topics include strategic value of information systems, data and knowledge management, information systems development management, procurement process and IT projects.

**552 Systems Analysis, Design and Development (3)**

Prerequisite: admission to MCBE graduate program. Systems analysis and design concepts, life cycle and prototyping; planning and managing projects; systems evaluation, selection and development. Interface design with controls, object-oriented design concepts and tools, including the use of cases and UML.

**553 Electronic Commerce: Analysis and Evaluation (3)**

Electronic commerce. Understanding the technical infrastructure that enables E-commerce. Organizational challenge for developing an appropriate business model for emergence of the electronic business. Social economical impact of electronic commerce.

**554 E-Commerce: Technological Perspective (3)**

Corequisite: ISDS 555. Expanding role of the Internet in the overall strategy, implementation and management of enterprise-wide information systems. Topics include organizational utilization of electronic information resources, as well as Internet application planning, development, implementation and control.

**555 Business Databases: Design and Processing (3)**

Internet and multi-user databases; accessing Web servers; data warehouse, structured query language, client-server database systems and programming; object-oriented databases.

**556 Data Warehousing and Foundations of Business Intelligence (3)**

Prerequisites: ISDS 552, 555. Basic concepts, architectures and development strategies of data warehousing, issues in managing data as organizational assets and its potentials for competitive advantages in dynamic business environments.



**557 Issues in Business Information Systems and Global Telecommunications (3)**

Prerequisite: MGMT 515. Advanced concepts of global networks, advanced communications design and management, global information security and privacy, global communications protocol and applications to industry, government and commercial sectors.

**558 Advanced Software Development with Web Applications (3)**

Prerequisites: ISDS 552, 555 and 411 or equivalent programming course. Advanced client/server software development techniques with specific emphasis on the Internet. Topics include file structure, managing relational databases with data control and SQL and ActiveX components and objects.

**560 Advanced Deterministic Models (3)**

Prerequisite: ISDS 514. Advanced linear programming, dynamic programming, integer programming, non-linear programming, business applications. Software packages and computer-utilization.

**561 Advanced Probabilistic Models (3)**

Prerequisites: ISDS 514 and classified MCBE standing. Stochastic processes, Markov processes, advanced queuing and inventory models; reliability. Software packages and computer utilization.

**563 Geographic Information Systems for Business (3)**

Prerequisite: ISDS 555. Geographic Information Systems in support of business applications such as site location, scheduling, marketing and real estate. Students will develop GIS applications for local businesses.

**565 Wireless Information Systems (3)**

Prerequisite: ISDS 550. Contemporary wireless technologies; wide-area and local-area wireless infrastructures; design, planning and operation of wireless communication systems; 3G and next-generation wireless architectures. Wireless spectrum and regulatory issues.

**568 Information Systems for Knowledge Management (3)**

Knowledge management systems are useful for businesses to leverage their intellectual capital. How knowledge is created, captured, represented, stored and used to solve business problems. Software demonstrations and case studies will be used for illustrations.

**576 Business Modeling and Simulation (3)**

Prerequisite: ISDS 514. Theory and application of modeling and simulation methodology. Probabilistic concepts in simulation; arrival pattern and service times; simulation languages and programming techniques; analysis of output; business applications. Requires projects. The individual project will fulfill the terminal degree requirement.

**577 Seminar in Information Systems Implementation (3)**

Prerequisite: to be taken in the last semester or with completion of at least seven ISDS courses in the program. Integrates the development concepts of project management, analysis, design and implementation with telecommunications, database design, programming, testing and system integration issues. Students will develop information systems from concept to completion through individual and team effort. Requires projects. Individual project will fulfill the terminal degree requirement.

**578 Seminar in Logistics Models (3)**

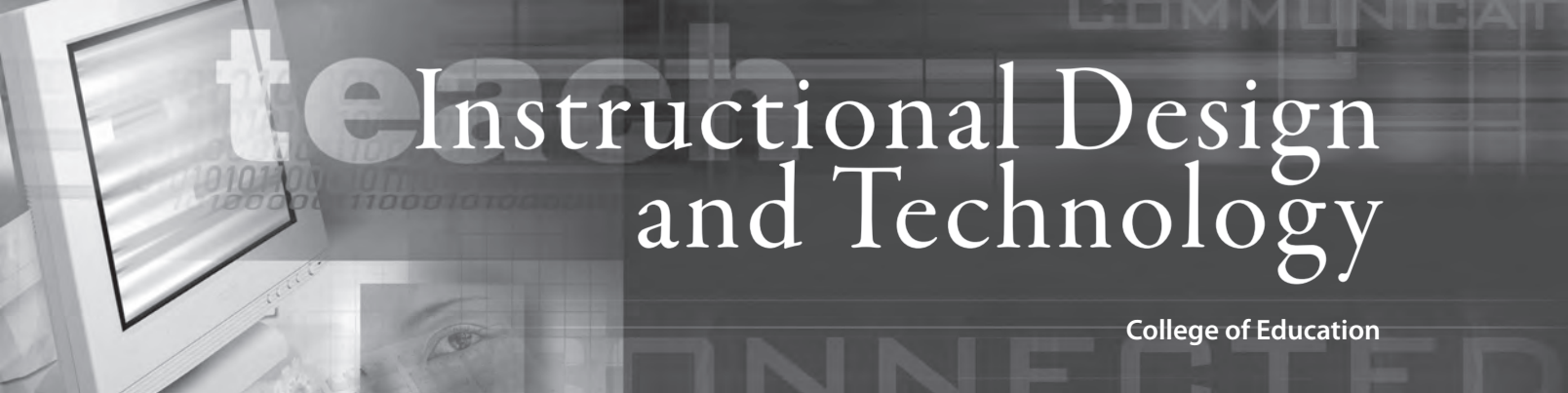
Prerequisites: ISDS 516, 526, MKTG 519. Integrates the concepts of logistics to systematically analyze a distribution system. Students will conduct a complete analysis of an existing distribution system to investigate the value added role of logistics in distribution. Includes article analysis, case analysis, a research project, individual and group reports and oral and written presentations. Requires projects. Individual project will fulfill the terminal degree requirement.

**597 Project (3)**

Prerequisite: classified MCBE status. Directed independent inquiry. Not open to students on academic probation.

**599 Independent Graduate Research (1-3)**

Prerequisites: classified MCBE status and consent of department chair and associate dean. May be repeated for credit. Not open to students on academic probation.



# Instructional Design and Technology

College of Education

## INTRODUCTION

The Master of Science in Instructional Design and Technology is an interdisciplinary program housed within the College of Education and draws upon a team of outstanding faculty with expertise, training and experience in instructional technology, design and educational practice with applications for teaching, learning, training and curriculum development. It is a highly ranked comprehensive, high-quality, affordable program backed up with strong administrative support.

The 21-month program includes 100 percent online coursework and promotes collaboration, professional networking and team-building among peers, faculty, staff and other professionals.

Graduates of the program will gain valuable knowledge and skills in developing, designing, evaluating and implementing a wide variety of instructional technologies applicable to a wide range of training and learning settings (K-12, postsecondary education, military, business/industry). Furthermore, graduates will obtain expertise in the enhancement of teaching and learning based on sound and current educational research, theory and practice, and will be well-positioned as a professional in a competitive job market in educational or business/corporate settings. An active alumni association provides mentoring opportunities while in the program, and professional networking upon completion ([www.msiddta.org](http://www.msiddta.org)).

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in instructional design and technology:

### Assessment/Evaluation

- Critically discriminate, compare and select appropriate criteria, and effectively implement methodology for developing an effective instructional product

### Collaboration

- Work productively in team, group or collaborative settings to achieve common goals or purposes

### Critical Thinking and Problem Solving

- Critically analyze, evaluate and synthesize information, as well as effectively generate, select and apply appropriate solutions to solve problems in the development and implementation of the instructional product based on reasoned rationale

### Project Management

- Plan, organize and manage resources (including needs analyses, group dynamics and leadership) to methodically bring about completion of defined project goals and objectives

## PROGRAM DIRECTOR

JoAnn Carter-Wells

## PROGRAM OFFICE/WEBSITE

College Park 570

657-278-2842

[msidt.fullerton.edu](http://msidt.fullerton.edu)

## PROGRAM OFFERED

Master of Science in Instructional  
Design and Technology (online only)

## PROGRAM COUNCIL

JoAnn Carter-Wells (Reading)  
Cynthia Gautreau (Elementary and  
Bilingual Education)  
Karen Ivers (Dean's Office)  
Barbara Glaeser (Special Education)  
Joyce Lee (Educational Leadership)  
Carl Renold (Human Services)  
Chris Street (Secondary Education)

## Research

- Conduct, evaluate, interpret and synthesize research and apply theoretical ideas to the development and implementation of an instructional product in a practical setting

## Technology-Enabled Media Literacy

- Compare, discriminate, design, implement and assess various media and technology sources in the development and implementation of the instructional product

## Written Communication

- Effectively and critically present ideas in a logical framework in a variety of written forms with proper language structure and mechanics

## ADMISSION AND PROGRAM REQUIREMENTS

New students are admitted once a year for the fall term segment that begins in August. Deadline for completing online applications ([www.csumentor.edu](http://www.csumentor.edu)) is the first Friday in March, as is the postmark deadline for mailed applications. This deadline may be changed based upon enrollment projections. Please check the program website for current information at [ed.fullerton.edu/msidt](http://ed.fullerton.edu/msidt).

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, admission to conditional classified standing in the program includes the following:

- Minimum grade-point average of 3.0 in the last 60 semester units attempted as documented by two official copies of transcripts from all higher education institutions attended
- For international students from countries where English is not the official language, a TOEFL score of 575
- Submission of a written self-assessment essay. Students must submit a written essay on issues such as why they would be good candidates for the program, including their experience in online learning environments and curriculum development or training; time management skills, their level and types of technology skills, their technology access, ability to work independently and professional goals
- Successfully pass an interview designed to assess their level of technology knowledge, skills, abilities to be an online learner and professional goals
- Technology requirements may be found on the program website, [ed.fullerton.edu/msidt](http://ed.fullerton.edu/msidt)
- Complete of a readiness for online learning assessment tool
- Continuation and completion of the program requires registration, attendance and successful completion of the on-campus "Boot-Up Camp" and the Midpoint Symposium (program requisites)

If circumstances force a student to fall out of their original cohort schedule, they will be permitted to continue in the program, but will default to the next cohort cycle provided they remain in good academic standing.

## STUDY PLAN

The Master of Science in Instructional Design and Technology requires 30 units of approved graduate courses and takes a total of five term segments, (21 months) to complete. The schedule runs year-round as follows:

### August

On-Campus Boot-Up Camp (1 day/Saturday)

*Session 1 – September through December*

IDT 505 Foundations of Instructional Design and Web Authoring Tools (3)

IDT 510 Research Practices in Instructional Design and Technology (3)

*Session 2 – January through early May*

IDT 520 Instructional Design 1: Issues in ELearning and the Design Process (3)

IDT 525 Learning Theories for Postsecondary and Adult Instructional Settings (3)

*Session 3 – May through August*

IDT 530 Instructional Design 2: Advanced Issues in Implementation, Management and Program Evaluation (3)

IDT 535 Instructional Strategies and Universal Design Issues in Learning Environments (3)

*October*

On-Campus Midpoint Symposium (1 day/Saturday)

*Session 4 – September through December*

IDT 540 Systematic Approaches to Web and Multimedia Design and Development (3)

IDT 545 Trends, Emerging Technologies and Issues in Instructional Design (3)

*Session 5 – January through early May*

IDT 550 Practicum in Instructional Design and Technology (3)

IDT 597 Project (3)



## **INSTRUCTIONAL DESIGN AND TECHNOLOGY COURSES**

Courses are designated as IDT in the class schedule.

### **505 Foundations of Instructional Design and Web Authoring Tools (3)**

Prerequisite: successful completion of summer on-campus orientation (Boot-Up Camp). Necessary understanding of operating systems, hardware and networking environments to develop instructional tools and products using a multimedia authoring tool.

### **510 Research Practices in Instructional Design and Technology (3)**

Prerequisite: completion of orientation program for M.S. in Instructional Design and Technology (IDT). Survey course on terms and accepted procedures in qualitative and quantitative inquiry as they apply to instructional design and technology. Students conduct controlled portions of IDT research and prepare preliminary proposals for larger projects.

### **520 Instructional Design I: Issues in ELearning and the Design Process (3)**

Prerequisite: IDT 505. Systematic design of instructional courseware, including analysis, media selection, design, development and evaluation. Topics include learning principles, learner characteristics, instructional strategies, screen design, response analysis, feedback and interactivity.

### **525 Learning Theories for Postsecondary and Adult Instructional Settings (3)**

Prerequisites: IDT 510 and concurrent enrollment in IDT 520. Behavioral, cognitive, constructivist learning theories, related concepts and their implications for designing instruction. Develops critical thinking about desirable cognitive outcomes when designing educational experiences.

### **530 Instructional Design 2: Advanced Issues in Implementation, Management and Program Evaluation (3)**

Prerequisite: IDT 520. Application of computer-based instructional design principles to develop new methods and materials for technology-based instruction. Topics include computer-based instruction, project management, planning, assessment, design principles and development tools. Students will design multimedia courseware.

### **535 Instructional Strategies and Universal Design Issues in Learning Environments (3)**

Prerequisites: IDT 525 and concurrent enrollment in IDT 530. Instructional strategies for Pre-K through adulthood. Emphasizes current research on instructional strategies and assistive technologies in a variety of instructional contexts.

### **540 Systematic Approaches to Web and Multimedia Design and Development (3)**

Prerequisites: IDT 530 and successful completion of Midpoint Symposium. Design, development and implementation of Web pages and sites for instructional purposes. Issues surrounding using the World Wide Web for instruction.

### **545 Trends, Emerging Technologies and Issues in Instructional Design (3)**

Prerequisites: IDT 530, 535. Corequisite: IDT 540. Theoretical basis, issues and strategies for improving teaching and learning through the use of emerging technologies.

### **550 Practicum in Instructional Design and Technology (3)**

Corequisite: IDT 597. Prerequisite: consent of Program Coordinator. Strategies for effectively implementing and evaluating instructional design and technology to improve learning; includes significant field work assignments in work-related settings.

### **597 Project (3)**

Corequisites: IDT 550. Prerequisite: consent of Program Coordinator. Individual research on an empirical project, with conferences with the instructor, culminating in a project.



# International Business

Mihaylo College of Business and Economics

## PROGRAM COORDINATOR

Irene Lange

## PROGRAM OFFICE/WEBSITE

Steven G. Mihaylo Hall 5214  
657-278-2223  
[business.fullerton.edu/undergraduate/  
intlbus.htm](http://business.fullerton.edu/undergraduate/intlbus.htm)

## PROGRAM OFFERED

Bachelor of Arts in International  
Business  
Concentrations:  
Chinese  
French  
German  
Japanese  
Portuguese  
Spanish

## INTRODUCTION

The international business curriculum covers the fundamentals of business administration, with an emphasis on international business. Foreign language courses are required and stress the use of the applied language. This curriculum prepares students for entry level positions. Opportunities exist in contracts, distribution and sales and may lead to general management positions. Since Southern California is a major international business center, there are career opportunities with internationally oriented firms in this area. Other career opportunities may involve international travel or overseas assignments.

Language concentrations are offered in Chinese, French, German, Japanese, Portuguese and Spanish. Other concentrations may be developed in the future. The program is offered jointly by the Mihaylo College of Business Administration and Economics and the Department of Modern Languages and Literatures.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in International Business:

### Problem Solving and Critical Thinking Skills

*Each student will use the following skills in a business situation*

- Quantitative/analytical reasoning
- Problem solving
- Critical thinking

### People Skills

*Each student will work effectively with others in a business situation, demonstrating knowledge and skills in*

- Working with and through others
- Working in teams
- Leadership theories and models

### Ethical Awareness

- Interpret ethical issues and responsibilities in a business organization

### Functional Knowledge

*Each student will understand and apply*

- The principles and roles of international economics, finance and marketing
- The interrelationships of these disciplines within a strategic framework

### Information Technology Skills

*To support business analysis and operations each student will*

- Have a working knowledge of information technology
- Demonstrate information technology skills

### Economic and legal environment knowledge

- Understand the economic and legal environments in which business operates

### Communication Skills

- Demonstrate the knowledge and skills needed to effectively communicate about business issues in both the written and oral form

### Multi-cultural Awareness

*Each student will become familiar with*

- The cultural context of business
- The major industries and services in the countries using their target language

### Global Awareness

*Each student will interpret the impact of global issues on business organizations, including*

- The theory, practice and institutions of the international economy
- Theories of international trade and the role of marketing decisions across national boundaries and markets
- Financing challenges of the multinational business

### Foreign Language Competency

*To provide students with the capability of dealing directly with business persons in the country of their designated language, students will develop*

- Foreign Language Professional Vocabulary
- Foreign Language Knowledge and Abilities

## BACHELOR OF ARTS IN INTERNATIONAL BUSINESS (120 UNITS)

Admission to the International Business major involves two steps. Students who apply to the major are initially classified as pre-international business. After completing the lower-division core requirements with grades of “C” (2.0) or better and demonstrating satisfactory progress toward intermediate competency in a foreign language, students may apply to the international business major. Pre-international business students may take lower-division business courses, but most upper-division courses are not open to pre-international business students. Students must attain a 2.0 (“C”) grade-point average or better in all university and concentration courses.

All courses in the major must be passed with a “C” (2.0) or better.

### Lower-Division Core Courses (24 units)

ACCT 201A Financial Accounting (3)  
ACCT 201B Managerial Accounting (3)  
BUAD 201 Business Writing (3)  
ECON 201 Principles of Microeconomics (3)  
ECON 202 Principles of Macroeconomics (3)  
MGMT 246 Business and Its Legal Environment (3)  
ISDS 265 Introduction to Information Systems and Applications (3)  
MATH 135 Business Calculus (3)  
OR MATH 130A Short Course in Calculus (4)  
OR MATH 150A Analytic Geometry and Calculus (4)

Intermediate foreign language competency is a prerequisite to the concentrations in Chinese, French, German, Japanese, Portuguese and Spanish. Students in international business should consult an adviser in the Department of Modern Languages and Literatures as soon as possible in order to assess individual proficiency levels. Students may be required to take additional prerequisite courses.

### Upper-Division Core Courses (33 units)

BUAD 301 Advanced Business Communication (3)  
ECON 335 International Economy (3)  
FIN 320 Business Finance (3)  
FIN 370 International Business Finance (3)  
ISDS 361A Quantitative Business Analysis: Probability and Statistics (3)  
ISDS 361B Quantitative Business Analysis: Statistics and Management Science (3)  
MGMT 339 Principles of Management and Operations (3)  
MGMT 340 Organizational Behavior (3)  
MGMT 350 International Business and Management (3)  
MKTG 351 Principles of Marketing (3)  
MKTG 445 International Marketing Strategies (3)

### Global Business Collateral Course (3 units)

Students must take an approved study-abroad course or one of the following:

ECON 330, 331, 332, 333, 334, 336  
FIN 371, 373  
MKTG 475

### Capstone Core Course (3 units)

MGMT 480 Global Strategic Management (3)



**Concentration (15 units)**

Choose one of the following concentrations listed below.

***Concentration in Chinese***

- CHIN 310 Chinese in the Business World (3)
- CHIN 311 Chinese for International Business (3)
- CHIN 315 Introduction to Chinese Civilization (3)
- CHIN 325 Contemporary Chinese Culture (3)
- MLNG 495 Internship in Foreign Languages (3)

***Concentration in French***

- FREN 310 French in the Business World (3)
- FREN 311 French for International Business (3)
- FREN 315 Origins of Modern France (3)
- FREN 325 Contemporary French Civilization (3)
- MLNG 495 Internship in Foreign Languages (3)

***Concentration in German***

- GRMN 310 German in the Business World (3)
- GRMN 311 German for International Business (3)
- GRMN 315 Introduction to German Civilization (3)
- GRMN 325 Current Trends in Culture of German-Speaking Peoples (3)
- MLNG 495 Internship in Foreign Languages (3)

***Concentration in Japanese***

- JAPN 310 Japanese for Business (3)
- JAPN 311 Japanese for International Business (3)
- JAPN 315 Introduction to Japanese Civilization (3)
- JAPN 316 Modern Japan (3)
- MLNG 495 Internship in Foreign Languages (3)

***Concentration in Portuguese***

- PORT 310 Portuguese in the Business World (3)
- PORT 317 Advanced Conversation and Composition (3)
- PORT 320 Introduction to Luso-Brazilian Culture and Civilization (3)
- PORT 325 Contemporary Brazilian Civilization (3)

*One of the following may be substituted for PORT 320 or 325:*

- SPAN 310, 311
- MLNG 495 Internship in Foreign Languages (3)

***Concentration in Spanish***

- SPAN 310 Spanish in the Business World (3)
- SPAN 311 Spanish for International Business (3)
- SPAN 315 Introduction to Spanish Civilization (3)
- SPAN 316 Introduction to Spanish-American Civilization (3)
- One of the following may be substituted for SPAN 315 or 316:*
- SPAN 415, 416
- MLNG 495 Internship in Foreign Languages (3)

**Other Requirements**

Students must take all required core and concentration courses for a letter grade. The credit/no credit grading option may not be used for these courses, and a grade of CR (credit) will not satisfy the requirements of the degree. Exceptions: MATH 130, 135 or 150A and Internship may be taken for the credit/no credit option, although courses taken to meet general education requirements must be taken for a letter grade. At least 12 units of upper-division core courses, 6 units of upper-division concentration courses and 6 units of internships must be taken in residence at CSUF.



# Kinesiology

College of Health and Human Development

## INTRODUCTION

The Department of Kinesiology advances the understanding and practice of human movement across the lifespan in the context of a diverse and changing society.

The Bachelor and Master of Science degrees in Kinesiology offer students a variety of professional focus areas, including Clinical Exercise Science, Fitness and Health Promotion, Gerokinesiology, Sport Studies, Teacher Education and Pedagogical Studies (MS only). An undergraduate Minor in Kinesiology is also available. The Bachelor of Science Degree in Athletic Training meets the requirements of the Commission on the Accreditation of Athletic Training Education. Completing the B.S. in Athletic Training as part of the Athletic Training Education Program prepares students to take the national board examination to become certified athletic trainers (ATC).

Degrees in Kinesiology offer advanced study and research opportunities in one or more of the sub-disciplines of Kinesiology: Biomechanics, Exercise Physiology, Motor Control/Learning, Sport and Exercise Psychology, Socio-cultural Perspectives and Philosophical Perspectives.

The intra-disciplinary focus of the Department's curriculum fosters the development of diverse values and skills important to a liberal arts education: critical thinking, problem solving, leadership, verbal and written communication, and technological competency.

The Department provides general education courses and university-wide opportunities for developing skills and knowledge leading to lifelong enjoyment of physical activity, health and well-being. Internships, independent study and scholarly outreach provide opportunities for collaboration with and service to the community.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Kinesiology:

### Knowledge and skill in a variety of sport and fitness activities

- Demonstrates knowledge and skill in fitness, aquatics, combative, team sports, individual sports and court and racquet sports

### Natural and Social Scientific foundations of human movement across the lifespan and across diverse populations

- Demonstrates understanding of the scientific method and other systematic ways of knowing human movement
- Demonstrates understanding of the biological and physical bases of human movement
- Demonstrates how motor skills are acquired and refined
- Demonstrates understanding of how various fitness parameters are achieved and maintained

## DEPARTMENT CHAIR

Stephan Walk

## DEPARTMENT OFFICE/WEBSITE

KHS 121A

657-278-3316

[hhd.fullerton.edu/knes](http://hhd.fullerton.edu/knes)

## PROGRAMS OFFERED

Bachelor of Science in Athletic Training  
Bachelor of Science in Kinesiology  
Minor in Kinesiology  
Subject Matter Preparation Program  
in Physical Education for the Single  
Subject Credential  
Master of Science in Kinesiology

## FACULTY

Michele Barr, Joao Barros, William Beam, Andrea Becker, Lee Brown, David Chen, Jared Coburn, Andy Galpin, John Gleaves, Barbie Gil-Alviso, Daniel Judelson, Robert Kersey, Patricia Laguna, Matthew Llewellyn, Scott Lynn, Julie Max, Guillermo Noffal, Debra Patterson, Debra Rose, Daniela Rubin, Clay Sherman, Traci Statler, Kevin Tsang, Stephan Walk, Kathy Webster, Lenny Wiersma, Kathleen Wilson

- Demonstrates understanding of the behavioral and psychological bases of human movement
- Demonstrates understanding of the social structural, demographic, and economic context of programs and policy related to human movement

#### **Perspectives from the humanities to understand key elements of human movement**

- Demonstrates understanding of the socio-cultural perspectives of human movement
- Demonstrates understanding of the historical perspectives of human movement
- Demonstrates understanding of philosophical perspectives of human movement

#### **Human movement in health, wellness, and quality of life**

- Demonstrates understanding of the relationships among and contributions of human movement skill, conditioning and training to personal well being

#### **Leadership, technological competency, and content expertise in an applied setting**

- Applies knowledge from the sub-disciplines of kinesiology to enhance motor skill and fitness in a variety of populations and conditions
- Demonstrates knowledge of the conditions of safe practice in movement contexts, and responds appropriately to common injuries occurring during physical activity
- Uses and applies measurement instruments and principles for qualitative and quantitative assessment of human performance
- Demonstrates ability to integrate intra-disciplinary knowledge bases of kinesiology in an applied, problem-solving context
- Demonstrates leadership skills and the ability to work collaboratively on professionally-related activities

#### **Information Literacy, Effective communication skills and professionalism in an applied setting**

- Applies critical thinking, writing, reading, oral communication, quantitative and qualitative analysis and information management skills to movement-related questions
- Uses information technology to support inquiry and professional practice in movement-related fields
- Is prepared to engage in informed dialogue with professional and lay populations within local and global communities

#### **In-depth knowledge and skills needed for advanced study and/or preparation in an area of specialization**

- Per applicable certification, credential or other guidelines

## **BACHELOR OF SCIENCE IN ATHLETIC TRAINING (120 UNITS)**

The Department of Kinesiology offers a Bachelor of Science in Athletic Training through its Athletic Training Education Program (ATEP), which is nationally accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). Upon successful completion, students earn a B.S. in Athletic Training and are eligible to take the Board of Certification (BOC) exam to become a Certified Athletic Trainer (ATC). Please refer to the program website ([hhd.fullerton.edu/at](http://hhd.fullerton.edu/at)) for the most current ATEP information.

### **ADMISSIONS POLICIES AND PROCEDURES**

CSUF admission does not guarantee admission into the AT major. Competitive admission involves the applicant's academic history, athletic training experiences, professional recommendations and communication skills. The AT Selection Committee includes AT-related faculty, staff and students. Minimal academic, clinical, professional and technical standards are required to enter and remain in the ATEP. Ongoing assessments determine appropriateness for retention, probation or dismissal. Applicants **MUST** have a minimum overall college GPA of 2.5. Once admitted to the ATEP, the student's major will be changed to AT.

#### **Application Materials**

ATEP application packets are available online ([hhd.fullerton.edu/at/](http://hhd.fullerton.edu/at/)). A completed application and required support materials must be submitted to the ATEP director by Feb. 1.

#### **Course Prerequisites**

Applicants must pass ("C" or better) these courses or their equivalent prior to entering the Athletic Training major:

CHEM or PHYS course from G.E. Category B.1

HESC 101 Personal Health (3)

KNES 200 Foundations of Athletic Training (3)

KNES 191A Integrated Human Anatomy and Physiology (4)

OR BIOL 361 Human Anatomy (4)

PSCY 101 Introductory Psychology (3)

#### **Clinical Prerequisites**

All ATEP applicants must complete and document 100 hours of clinical experience under the supervision of a Certified Athletic Trainer.

#### **Support Materials**

Applicants must submit the following:

- Three Recommendation Forms (ATEP Application Packet) from individuals knowledgeable about the applicant's ability to succeed in the ATEP (health care professionals, coaches, professors, etc.)
- Personal Statement (<500 words). This document should briefly detail the candidate's reasons for pursuing athletic training, previous related experiences, expectations of the ATEP and future professional goals

- Transcripts of all college credits
- Proof of current Emergency Cardiac Care

## **ATEP STANDARDS**

AT students must achieve and maintain Academic, Professional, Clinical and Technical standards. Failure to comply may result in probation or dismissal. Once admitted, all students shall meet or exceed the following ATEP Standards:

### **Academic Standards**

Minimally achieve and maintain:

- Fulltime CSUF student status
- 2.5 overall GPA
- 3.0 Athletic Training Core GPA (no grade below “C”)
- 2.5 Athletic Training Foundation GPA
- 2.0 individual semester GPA

### **Clinical Standards**

Minimally demonstrate:

- Compliance with the clinical site policies and procedures
- Effective and efficient time management skills
- Complete 200-300 clinically supervised hours per semester
- Complete and/or comply with:
  - ATEP Clinical Practice Policy
  - ATEP Communicable Disease Policy

### **Professional Standards**

Minimally achieve and maintain:

- Professional membership (National Athletic Trainers’ Association)
- Completion of health screening upon admission, including immunizations as needed
- Legal background check upon admission
- A valid Emergency Cardiac Care certification (CPR)
- A positive and professional attitude and communications
- Patient confidentiality
- Positive leadership
- Professional appearance
- Respect for the property and rights of all others
- Professional liability insurance

### **Technical Standards**

Achieve and maintain ATEP Technical Standards as described in the ATEP Handbook and the website ([hhd.fullerton.edu/at](http://hhd.fullerton.edu/at)).

### *Additional Notes*

All AT students must clearly understand the following:

- Successful completion of the B.S. in Athletic Training does NOT guarantee certification as a Certified Athletic Trainer

- To take the BOC exam as a CSUF graduate, one must successfully complete the AT major as described. CSUF will not sponsor any graduate who does not meet ALL ATEP Standards.
- Failure to meet any of these standards may result in probation or dismissal from the Athletic Training major

## **TRANSFER STUDENTS**

Transfer students must meet the same admissions requirements as other students, and should typically enter CSUF as a Kinesiology major. Upon ATEP admission, individuals will then change their major to Athletic Training.

## **ATEP COSTS**

ATEP students provide their own transportation (and any costs incurred) to and from clinical sites. Some clothing requirements will also be the responsibility of the student. The ATEP will provide liability insurance, medical kits and supplies, and most specialized clothing. Clinical courses require students to be a member of the NATA at a cost of approximately \$100 per year.

## **REQUIREMENTS FOR THE MAJOR**

### **Athletic Training Foundation (31-32 units)**

ENGL 301 Advanced College Writing (3)

HESC 349 Measurements and Statistics in Health Science (3)

HESC 350 Nutrition (3)

OR KNES 470 Nutrition for Exercise and Performance (3)

KNES 191B Integrated Human Anatomy and Physiology (4)

OR BIOL 310 Human Physiology (3)

KNES 260 Movement Anatomy (3)

KNES 300 Principles of Human Movement (3)

KNES 348 Physiology of Exercise (3)

KNES 348L Physiology of Exercise Lab (1)

KNES 351 Principles of Strength and Conditioning (3)

KNES 371 Human Motor Control and Learning (3)

KNES 383 Psychology of Sport and Physical Activity (3)

### **Athletic Training Core (40 units)**

KNES 200 Foundations of Athletic Training (3)

KNES 365 Pathologies in Sport/Exercise (3)

KNES 367 Clinical Proficiencies in Athletic Training I (2)

KNES 368 Clinical Proficiencies in Athletic Training II (2)

KNES 369 Clinical Proficiencies in Athletic Training III (2)

KNES 373 Clinical Diagnosis of the Lower Extremity and Lumbar Spine (3)

KNES 374 Clinical Diagnosis of the Upper Extremity and Cervicothoracic Spine (3)

KNES 375 Management of Athletic/Exercise Emergencies (3)

KNES 377 Therapeutic Exercise in Rehabilitation (3)



KNES 378 Therapeutic Modalities in Rehabilitation (3)  
 KNES 451 Sports Medicine (3)  
 KNES 463 Biomechanics of Musculoskeletal Injury (3)  
 KNES 465 Administration & Leadership in Athletic Training (3)  
 KNES 468 Clinical Proficiencies in Athletic Training IV (2)  
 KNES 469 Clinical Proficiencies in Athletic Training V (2)

## **BACHELOR OF SCIENCE IN KINESIOLOGY (120 UNITS)**

The B.S. in Kinesiology requires 51 units in the major, including nine units of foundation courses, 18-unit disciplinary core, three-unit writing course and 21-unit advising track in one of the following focus areas: Clinical Exercise Science, Fitness and Health Promotion, Gerokinesiology, Sport Studies, Teacher Education. With adviser approval, students also have the option of developing a Special Studies advising track if their interests lie outside these designated areas. The Special Studies plan must include a rationale statement, 21 units of upper-division coursework, and must be approved by a faculty adviser and the Department Chair. Students are required to seek advising from Department faculty in planning careers, selecting advising tracks and choosing elective courses.

All courses toward the major, including prerequisites, must be completed with a "C" (2.0) or better, and must be taken on an Option 1 (letter grade) basis.

### **Prerequisite Requirements**

Prerequisite requirements for the major include three units of anatomy/physiology (BIOL/KNES 210 or equivalent) and six units of performance classes, representing the following performance areas: Fitness, Martial Arts/Combatives, Aquatics, Individual Sports, Racquet Sports, and Team Sports. Four of the six performance courses must be completed prior to enrollment in KNES 300. All performance courses must be completed prior to completing Disciplinary Core Courses.

### **Prerequisite Performance Courses (6 units)**

#### *Fitness*

KNES 100, 102A, 103, 106A, 143, 144, 145, 146

#### *Aquatics*

KNES 110A, 110B, 111\*, 112A\*, 112B\*, 214A\*, 214B\*

#### *Martial Arts/Combatives*

KNES 145\*, 150, 151A, 151B, 152A, 153, 154, 155\*, 156\*

#### *Individual Sports*

KNES 112A\*, 112B\*, 114A, 117A, 117B, 119A, 119B, 119C, 120A, 120B, 120C, 155\*, 156\*, 214A\*, 214B\*, 246A, 246B

#### *Racquet Sports*

KNES 130A, 130B, 131A, 131B, 131C, 131D, 132A, 132B

#### *Team Sports*

KNES 111\*, 160, 161A, 161B, 164A, 164B, 164C, 165A, 165B, 167A, 167B, 167C

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\* May only be used in one performance area.

## **REQUIREMENTS FOR THE MAJOR Foundation Courses (9 units)**

KNES 202 Introduction to Kinesiology (3)  
 KNES 260 Movement Anatomy (3)  
 KNES 349 Measurement and Statistics in Kinesiology (3)

### **Disciplinary Core Courses (18 units)**

KNES 300 Principles of Human Movement (3)  
 KNES 348 Physiology of Exercise (3)  
 KNES 371 Human Motor Control and Learning (3)  
 KNES 380 History and Philosophy of Human Movement (3)  
 KNES 381 Sports, Games and Culture (3)  
 KNES 383 Psychology of Sport and Physical Activity (3)

### **Upper-Division Writing Course (3 units)**

ENGL 301 Advanced College Writing (3)

### **Advising Track Requirement (21 units)**

Courses are to be selected from one of the following advising track focus areas: Clinical Exercise Science, Fitness and Health Promotion, Gerokinesiology, Sport Studies, Teacher Education or Special Studies. See descriptions and specific course requirements below. With adviser approval, these courses can be modified to better meet student needs/interests.

## **CLINICAL EXERCISE SCIENCE ADVISING TRACK (21 UNITS)**

The Clinical Exercise Science (CES) advising track provides background knowledge and practical experience in preparation for careers in settings where exercise is used as therapy, such as in cardiac rehabilitation, physical rehabilitation, sports medicine and geriatric rehabilitation. This track, together with other selected course work, also helps prepare students for advanced study in a variety of health care professions, such as physical/occupational therapy and the medical field.

Students taking coursework to prepare for admission to a specific professional program, such as physical or occupational therapy, should check the entry requirements for the specific program at the institution to which they intend to apply. Through careful planning, students can maximize the number of courses that meet CSUF General Education and Kinesiology degree requirements, as well as the entry requirements for other programs of interest.

**Required Courses (12 units)**

KNES 377 Therapeutic Exercise (3)  
 KNES 451 Sports Medicine (3)  
 KNES 461 Biomechanics (3)  
 KNES 495 Internship (3)

**Electives (9 units)**

KNES 351, 354, 364, 365, 373, 374, 375, 378, 432, 453, 454, 455,  
 457, 463, 471, HESC 401, 405

**FITNESS AND HEALTH PROMOTION ADVISING TRACK (21 UNITS)**

The Fitness and Health Promotion (FHP) advising track provides background knowledge and experience supporting careers in areas such as personal training, fitness instruction, corporate fitness/ worksite health promotion and older adult fitness/wellness. It prepares students for advance study in fitness and health promotion, as well as provides opportunities for personal enrichment and growth.

**Required Courses (12 units)**

KNES 350 Nutrition (3)  
 KNES 351 Principles of Strength and Conditioning (3)  
 KNES 354 Cardiovascular Exercise Testing and Prescription (3)  
 OR KNES 352 Principles of Teaching Group Fitness (3)  
 KNES 495 Internship in Kinesiology (3)

**Electives (9 units)**

KNES 342, 348L, 352, 354, 406, 432, 451, 453, 454, 455, 457;  
 HESC 400, 405, 440, 460, 461

**GEROKINESIOLOGY ADVISING TRACK (21 UNITS)**

The Gerokinesiology (GK) advising track provides background knowledge and skills necessary to develop and teach a variety of fitness and mobility enhancement classes and/or personalized training/ rehabilitation programs for older adults. It also prepares students for advanced study in related allied health professions and meets international curriculum recommendations for preparing physical activity instructors of older adults.

**Required Courses (12 units)**

KNES 352 Principles of Teaching Group Fitness (3)  
 KNES 454 Physical Dimensions of Aging (3)  
 KNES 455 Functional Perform Assess Program for Older Adults (3)  
 KNES 495 Internship in Kinesiology (3)

**Electives (9 units)**

KNES 342, 350, 351, 352, 354, 364, 375, 377, 378, 432, 451, 457,  
 463, 471  
 HESC 440, 450  
 PSYC 362

**SPORT STUDIES ADVISING TRACK (21 UNITS)**

The Sports Studies (SS) advising track provides background course work related to sport and exercise psychology, strength and conditioning, athletic coaching, biomechanics, exercise physiology and motor behavior in community physical activity/sport programs. It is for those interested in coaching certification (ASEP) and strength and conditioning certifications (NSCA offers the CSCS and NSCA-CPT, and USAW offers the Sports performance Coach). This track is also appropriate for students interested in studying the historical, philosophical and sociological aspects of sport.

**Required Courses (12 units)**

KNES 325 Techniques of Coaching (3)  
 KNES 351 Principles of Strength and Conditioning (3)  
 KNES 365 Pathologies in Sport/Exercise (3)  
 KNES 385 Instructional Analysis of Human Movement (3)

**Electives (9 units)**

KNES 350, 384, 386, 387, 410, 414, 430, 432, 461, 463, 480, 495

**TEACHER EDUCATION ADVISING TRACK (21 UNITS)**

Students completing the coursework below meet only some of the requirements for the Subject Matter Preparation Program in Physical Education (SMPP-PE), which is designed to prepare students to enter a Single Subject Credential Program in Physical Education. Specifically, students completing this advisement track must complete additional units to fulfill California state-mandated subject matter competencies for pursuit of the single-subject teaching credential. Students interested in the SMPP-PE should see the program description below.

**Advising Track Requirements: (21 units)**

KNES 242 Teaching Lifetime Physical Activity (3)  
 KNES 325 Techniques of Coaching (3)  
 KNES 363 Developmental Adaptations of the Atypical (3)  
 KNES 364 Motor Development (3)  
 KNES 385 Instructional Analysis of Human Movement (3)  
 KNES 386 Movement and the Child (3)  
 KNES 387 Movement and the Adolescent (3)

In addition to the 51-unit requirement for the Kinesiology degree and the Teacher Education advising track, students who wish to fulfill California state-mandated subject matter competencies (i.e., the Subject Matter Preparation Program) for pursuit of the single-subject teaching credential in physical education must also complete the requirements described below.

## **SUBJECT MATTER PREPARATION PROGRAM (FOR OBTAINING SINGLE SUBJECT TEACHING CREDENTIAL IN PHYSICAL EDUCATION)**

The Department of Kinesiology offers coursework to complete the Subject Matter Preparation Program in Physical Education (SMPP-PE) for obtaining a Single Subject Credential (K-12) in Physical Education. In place of the six-unit performance course requirements within the major, students completing the SMPP-PE must take all four professional development courses (KNES 240, 241, 242, 243). A grade-point average of 3.0 in the major and a GPA of at least 2.75 overall or in the last 60 units attempted is expected for admission to the fifth-year teacher education program.

### **Additional Requirements: Subject Matter Preparation Program in Physical Education**

In addition to the professional development courses (KNES 240, 241, 242, 243), students must take the following:

- EDSC 304 Personal Proficiency in Educational Technology for Secondary Teachers (3)
- EDSC 310 The Teaching Experience: Participation (3)
- EDSC 320 Adolescence and Education (3)  
(May count as a G.E. Category IV)
- EDSC 330 Developing Literacy in Secondary Schools (3)
- EDSC 340 Diversity in Secondary Schools (3)
- KNES 494 Practicum (2)
- Current CPR/First Aid Certificate

### **Advisement**

The department offers guidance for students considering a teaching career. Prospective students should consult with the Teacher Education Coordinator as early as possible in order to plan and acquire needed experiences prior to entry into the Teacher Education Program. The university program for meeting basic requirements for the teaching credential with a specialization in Physical Education can be found elsewhere in this catalogue (see Teaching Credential Programs).

### **Admission to Teacher Education**

Applications to the Teacher Education Program must be submitted by Feb. 28 each year. A screening committee evaluates candidates' qualifications based on kinesiology GPA, cumulative GPA, required SMPP-PE coursework, experiences with children and adolescents, and achieving a passing score on the California Basic Education Skills Test (CBEST). In addition, the candidate must be available for a personal interview by the Kinesiology Teacher Education Committee.

Acceptance into the program allows the candidate to enroll in the following Fall-Spring semester sequence:

*Fall semester (15 units)*

EDSC 410, 440S, 440F

KNES 442, 449E

*Spring semester (16 units)*

EDSC 460

KNES 449I, 449S

## **MINOR IN KINESIOLOGY (24 UNITS)**

All courses for the minor must be taken for a letter grade and completed with "C" (2.0) or better. Students are required to meet with the Kinesiology General Adviser for assistance in developing a cohesive set of courses that would best support their educational, career, or personal goals.

### **Performance Courses (3 units)**

Three courses (1 unit each) must be taken from any three of the following areas: Fitness, Martial Arts/Combatives, Aquatics, Individual Sports, Team Sports, or Racquet Sports.

### **Required Courses (9 units)**

KNES 202 Introduction to Kinesiology (3)

KNES 210 Human Anatomy and Physiology (3)

KNES 260 Movement Anatomy (3)

### **Upper-Division Electives (12 units)**

KNES 300, 325, 348, 351, 353, 371, 380, 381, 383, 386, 387

## **MASTER OF SCIENCE IN KINESIOLOGY (30 UNITS)**

At least 18 of the 30 units toward the graduate degree in Kinesiology must be 500 level. Once accepted into the program, each student must create an adviser-approved study plan before completing nine units of work. With adviser approval, up to nine units of 400/500-level coursework may be included on the study plan that was taken at another university or in another department at Cal State Fullerton.

### **Admission Requirements**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants to the graduate program in Kinesiology, must submit to the Kinesiology graduate program: (1) transcripts showing completion of an undergraduate degree in Kinesiology (or equivalent field) with a grade-point average of at least 3.2 in upper-division major coursework; (2) Graduate Record Exam general test results with recommended minimum scores of 450 for the Verbal, 450 for the Quantitative and 3.5 for Analytical Writing; (3) a 500-word essay describing the applicant's academic/professional interests, which also identifies a specific Advising Track(s) of interest and, where possible, specific faculty with whom they wish to work; and (4) two letters of recommendation, preferably from former faculty who can address their academic ability and potential for success in graduate school.

Students who meet the general university requirements, but do not meet the Kinesiology degree requirements, may apply to the university for postbaccalaureate-unclassified standing. Any student without an undergraduate degree in Kinesiology, Exercise Science,

Physical Education, or a related field must complete a prescribed set of undergraduate coursework (usually about 12 units) with a grade-point average of at least 3.0. Any student with a grade-point average deficiency must complete additional undergraduate coursework as specified by the Kinesiology graduate program adviser. Once all admission requirements are subsequently met, a change of program may be requested from postbaccalaureate-unclassified standing to conditionally classified in Kinesiology.

### **Classified Standing**

Classified standing requires the development of a study plan (see below) approved by the faculty adviser, graduate studies committee, kinesiology graduate program adviser, and office of graduate studies. No more than nine units of graduate work taken before classification may be included on the study plan. Any changes to the study plan after classified standing is granted must be approved in advance, in writing, by the Kinesiology graduate program.

### **Advancement to Candidacy**

Advancement to candidacy is attained by requesting a graduation check in the semester prior to graduation (see class schedule for deadlines) and receiving subsequent approval from the graduate studies adviser on the grad check completion review form, mailed by the Graduate Studies Office. Students not completing requirements by the graduation date specified on the original graduation check must contact the Graduate Studies Office.

### **GRADUATE STUDY PLAN (30 UNITS)**

The study plan must include KNES 508 and KNES 510 (which fulfills the graduate level writing requirement), and at least two advanced study courses, one in the student's major academic area of interest and one in a minor or supporting academic area. The study plan also must include 15 units of electives selected from one of six advising tracks: clinical exercise science, fitness and health promotion, gerokinesiology, pedagogical studies, performance enhancement/sport psychology/sport studies, or special studies. Finally, the study plan must include one of three culminating experience options: a thesis, a project, or a comprehensive examination.

### **Core Course Requirements (9 units)**

KNES 508 Statistical Methods in Kinesiology (3)

KNES 510 Research in Kinesiology (3)

KNES 597/598 Project/Thesis (3) or Comprehensive Examination\*

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\*Students who select the Comprehensive Examination shall be required to complete an additional adviser-approved 500-level course in Kinesiology (3 units).

### **Advising Track Requirements (21 units)**

The remaining 21 units of coursework are to be selected from one of the following six advisement tracks: Clinical Exercise Science; Fitness and Health Promotion; Gerokinesiology; Teacher Education/Pedagogical Studies; Sport Studies; Special Studies. Advanced study courses are required within each track, as well as recommended electives.

### **KINESIOLOGY COURSES**

Courses are designated as KNES in the class schedule.

Students may sign up for only one section of a given performance activity in any semester. This applies to KNES 100 through 167, 214A, 214B, and 246A. Thus a student may take KNES 102A Beginning Jogging and KNES 112B Intermediate Surfing since jogging and surfing are different activities; however, signing up for multiple tennis courses, for example, is not permitted.

### **100 – 167 Performance Courses (1)**

100 Physical Conditioning; 102A Beginning Jogging; 102B Intermediate Jogging (1); 103 Fitness Walking; 106A Cardio Spinning (1); 110A Beginning Swimming; 110B Intermediate Swimming; 110C Advanced Swimming; 111 Water Polo; 112A Beginning Surfing; 112B Intermediate Surfing; 114A Beginning Rock Climbing (1); 117A Beginning Bowling; 117B Intermediate Bowling; 119A Beginning Golf; 119B Intermediate Golf; 119C Advanced Golf; 120A Beginning Gymnastics; 120B Intermediate Gymnastics; 120C Advanced Gymnastics; 130A Beginning Badminton; 130B Intermediate Badminton; 131A Beginning Tennis; 131B Advanced-Beginning Tennis; 131C Intermediate Tennis; 131D Advanced Tennis; 132A Beginning Racquetball; 132B Intermediate Racquetball; 143 Dance Aerobics (1); 144 Aerobic Exercise and Weight Control; 145 Cardio Kick-Boxing; 146 Resistance Training; 150 Beginning Wrestling; 151A Beginning Aikido; 152A Beginning Karate; 153 Wushu: Chinese Martial Arts; 154 Self Defense; 155A Beginning Fencing; 156 Tai Chi; 160 Ultimate Frisbee; 161 Slow Pitch Softball; 161B Intermediate Slow Pitch Softball; 164A Beginning Volleyball; 164B Intermediate Volleyball; 164C Advanced Volleyball; 165A Beginning Soccer; 165B Intermediate Soccer; 167B Intermediate Basketball; 167C Advanced Basketball.

Performance courses are instructional. Beginning, intermediate and advanced sections are offered for most performance courses. Students who already possess proficiency in an activity should consider the course chosen from the standpoint of the level of skill development that may be encountered, standards of proficiency expected and their own ability level. Initial assessment and determination will be made by the course instructor. May be taken for credit up to six times.



## **172 – 186 Intercollegiate Sports (2)**

Prerequisite: consent of coach. An intercollegiate activity in individual or team sports in an educational setting under the direction of a coach.

172 Cross Country – Men and Women; 174 Track-Field – Men and Women; 175 Tennis – Women Only; 178 Basketball – Men and Women; 179 Baseball – Men Only; 180 Soccer – Men and Women; 185 Volleyball - Women Only; 186 Softball – Women Only. May be repeated for credit. Offered Credit/No Credit only.

## **190 Team Management (2)**

Prerequisites: consent of coach and department chair. Field experience in managing an intercollegiate sport. May be repeated for maximum of eight units of credit. Credit/No Credit only.

## **191A Integrated Human Anatomy and Physiology (4)**

Integrated introduction to human anatomy and physiology. Structure and function of the musculoskeletal, nervous and cardio-respiratory systems. For nursing majors and students interested in allied health professions; no credit toward Biological Science major. (3 hours lecture, 3 hours laboratory ) (Same as BIOL 191A)

## **191B Integrated Human Anatomy and Physiology (4)**

(Same as BIOL 191B)

## **200 Foundations of Athletic Training (3)**

Introduction to the athletic training profession, including risk management strategies, professional development and responsibilities, as well as understanding and applying clinical skills associated with preventing and managing activity-related pathologies. (2 hours lecture, 2 hours activity)

## **202 Introduction to Kinesiology (3)**

Prerequisite: declared Kinesiology major or minor. Human movement, including its role in daily life, its place in higher education and professional career opportunities in areas related to sport, movement, exercise and fitness. Multiple ways of knowing and studying human movement with a focus on the subdisciplines within kinesiology.

## **205 Medical Terminology (3)**

Introduction to medical terminology using word building (roots, suffixes, prefixes, spelling and pronunciation) as they relate to anatomical structure and function. Medical terminology related to pharmacology, abnormal conditions, surgical procedures, and diagnosis and treatment of common medical conditions. (Same as NURS 205)

## **210 Human Anatomy and Physiology (3)**

(Same as BIOL 210)

## **214A Basic Scuba (3)**

Prerequisites: ability to swim 400 yards, tread water one minute and swim 25 yards underwater. Skin and scuba diving, theory of diving, safety procedures and ocean environment. Open Water Basic Scuba Certification earned with successful completion. (1 hour lecture, 4 hours pool activity/ocean dives)

## **214B Intermediate Scuba (3)**

Prerequisite: Open Water Scuba Certification. Application of scuba diving, including photography, navigation, salvage, game hunting, night diving and others. Advanced Scuba Certification for successful completion. (1 hour lecture, 4 hours pool activity/ocean dives)

## **240 Teaching Team Sports (3)**

Provides knowledge of the team sports of volleyball, basketball, soccer, softball and football, including histories, skills, rules, teach progressions and sport-specific teaching strategies. Appropriate teaching strategies are intended to promote active participation and experiential learning. (2 hours lecture, 2 hours activity)

## **241 Teaching Nontraditional Team Sports (3)**

Prepares pre-service teachers (e.g., future Physical Education teachers) with knowledge of nontraditional team sports, including histories, fundamental skills, teaching progressions, sport-specific teaching strategies, sport rules, and officiating. (2 hours lecture, 2 hours activity)

## **242 Teaching Lifetime Physical Activity (3)**

Provides knowledge, skills and experiences necessary to lead young people in gaining the skills, knowledge, attitudes and behaviors required to lead physically active lifestyles. Appropriate teaching strategies are used to promote active participation and experiential learning. (2 hours lecture, 2 hours activity)

## **243 Teaching Movement Forms in Physical Education (3)**

Prepares pre-service teachers (e.g., future physical education teachers) with movement forms in gymnastics, dance and self-defense (combatives), including histories, fundamental skills, teaching progressions and strategies. (2 hours lecture, 2 hours activity)

## **246A Basic Hatha Yoga (2)**

Basic Yoga postures, breathing and relaxation techniques, and beginning meditation techniques from theoretical and experiential perspectives. Awareness, concentration and breathing patterns that accompany the movements of Hatha Yoga. (1 hour lecture, 2 hours activity) (Same as CPRL 246A)

## **246B Intermediate Hatha Yoga (2)**

Prerequisite: KNES/CPRL 246A. Intermediate and advanced yoga sequences, including postures, breathing practices, meditation techniques and guided relaxation. Yoga philosophy and movement based on various Hatha yoga traditions. (1 hour lecture, 2 hours activity.) (Same as CPRL 246B)

**247 Yoga Instructor Preparation (3)**

Prerequisite: one year of yoga experience or completion of KNES 246A. Recommended: concurrent enrollment in KNES 246B. Preparation for teaching Hatha Yoga techniques and philosophies to the general public. Yogic lifestyle and advanced yoga practices. (2 hours lecture, 2 hours activity)

**250 Mental Skills for Sport Performance (3)**

Mental aspects of sport performance and learning mental skills that can be used to enhance sport performance. Credit/No Credit only.

**256 Advanced Tai Chi (2)**

Prerequisite: KNES 156. Improving understanding of history and philosophy of Tai Chi and deepening the practice of Tai Chi for greater health benefits. Lectures, discussions. Tai Chi, and related meditative practices. (1 hour lecture, 2 hours activity)

**260 Movement Anatomy (3)**

Prerequisite: KNES /BIOL 210 or equivalent. Pre- or corequisite: kinesiology majors, KNES 202; athletic training majors, KNES 200 or 365. Muscular-skeletal system and its function in human movement. Movement in sports skills and the muscles involved.

**300 Principles of Human Movement (3)**

Prerequisites: junior or senior standing, KNES 260. Pre- or corequisite: KNES 202; four of six units of approved performance courses, or KNES 240, 241, 242 for teacher education recommended. General movement patterns as applied to sport and human movement. One or more sections offered online.

**320 Exercise Techniques for Strength Training (3)**

Prerequisites: junior or senior standing, KNES 260; KNES 300 recommended. Practical experiences in resistance exercise lifting and spotting techniques. Free-weight exercises, such as squatting and Olympic lifting. How to properly set up and execute machine-based exercises.

**325 Techniques of Coaching (3)**

Factors related to coaching strategies and techniques: philosophy, ethics, legal issues, gender, multicultural and equity issues, leadership, motivation, team management, budget, recruiting, equipment purchase, skill acquisition, season planning, conditioning, nutrition and drugs.

**326 Theory and Application of Sports Officiating (3)**

Prerequisites: junior or senior standing, KNES 202. Introduction to theory, techniques and principles of sports officiating; emphasizing practical application and steps necessary to become a sports official in individual and team sports at the youth, high school, collegiate and professional levels.

**342 Stress Management (3)**

Kinesiology majors may count this course either for the major or for General Education. (Same as HESC 342)

**348 Physiology of Exercise (3)**

Prerequisites: junior or senior standing and KNES 210 or a human physiology course or equivalent. Pre- or corequisite: kinesiology majors, KNES 202; athletic training majors, KNES 200 or 365. Physiological processes in physical activities and the effect of training upon performance.

**348L Physiology of Exercise Laboratory (1)**

Prerequisite: prior completion or concurrent enrollment in KNES 348. Laboratory techniques in physiology of exercise. (3 hours laboratory)

**349 Measurement and Statistics in Kinesiology (3)**

Prerequisite: junior or senior standing. Pre- or corequisite: kinesiology majors, KNES 202; athletic training majors, KNES 200 or 365. Measurement theory and statistics used in evaluating health and human performance, with special focus on the analyzing and interpreting data in different environments. One or more sections offered online.

**351 Principles of Strength and Conditioning (3)**

Prerequisites: junior or senior standing, KNES 348; KNES 300 recommended. Conditioning for those who plan to coach or supervise fitness programs. Circuit training, nutrition, motivation, weight control and kinesiology factors.

**352 Principles of Teaching Group Fitness (3)**

Prerequisites: KNES 210. Content knowledge and practical experience concerned with teaching group fitness. Teaching principles, techniques and safety. Variety of exercise formats.

**353 Physical Activity and Lifelong Well-Being (3)**

Prerequisites: one course from General Education (G.E.) Category B. Integrating physiological, psychological and sociological understandings of the human being in relationship to physical activity as a lifelong pursuit. Topics include physical fitness, nutrition, stress reduction, socialization, and individual differences in human behavior. Kinesiology and Health Science majors may count this course either for the major or for G.E. One or more sections offered online. (Same as HESC 353)

**354 Cardiovascular Exercise Testing and Prescription (3)**

Prerequisites: KNES 348, 348L; KNES 351 recommended. Methods of graded exercise testing in the apparently healthy adult. Guidelines for aerobic exercise prescription. Cardiovascular disease and identification of risk factors.

**363 Adapted Physical Education (3)**

Prerequisites: junior or senior standing, KNES 364. Study of the disabled whose unique needs in motor development determine their least restrictive environment in physical activity. Programs of games, sports and exercise in diversified settings; legally mandated regulations.

### **364 Motor Development (3)**

Prerequisite: KNES 260. Life span motor development: age, sex, ethnic, cultural and perceptual components, their implications and the main course of action needed in developmental strategies for optimal motor behavior development.

### **365 Pathologies in Sport/Exercise (3)**

Prerequisites: junior or senior standing; KNES 260. Overview of common pathologies seen in sport and/or exercise, including prevention strategies, etiologies, diagnoses, management approaches and possible complications.

### **367 Clinical Proficiencies in Athletic Training I (2)**

Prerequisite: Admission to ATEP. Develop a cognitive understanding and a practical knowledge of the various clinical skills required in a first-semester athletic training student.

### **368 Clinical Proficiencies in Athletic Training II (2)**

Prerequisite: KNES 367. Develop clinical skills related to athletic training, including environmental safety, protective equipment, surface anatomy, palpation skills, special and functional tests, fitness testing techniques, etc.

### **369 Clinical Proficiencies in Athletic Training III (2)**

Prerequisite: KNES 368. Develop clinical skills related to athletic training, including environmental safety, protective equipment, surface anatomy, palpation skills, special and functional tests, fitness testing techniques, etc.

### **371 Human Motor Control and Learning (3)**

Prerequisites: junior or senior standing and KNES 210 or a human anatomy course. Pre- or corequisite: kinesiology majors, KNES 202; athletic training majors, KNES 200 or 365. Neural, musculoskeletal and psychological mechanisms underlying the control and learning of movement skills across the lifespan.

### **373 Clinical Diagnosis of the Lower Extremity and Lumbar Spine (3)**

Prerequisite: KNES 365. Analyze and implement the knowledge and skills related to clinically diagnosing lower extremity and lumbar spine pathologies.

### **374 Clinical Diagnosis of the Upper Extremity and Cervicothoracic Spine (3)**

Prerequisite: KNES 365. Analyze and implement the knowledge and skills related to clinically diagnosing upper extremity and cervicothoracic spine pathologies.

### **375 Management of Sport/Exercise Emergencies (3)**

Prerequisite: KNES 202. Theoretical, practical and clinical basis for the recognition, treatment and management of medical emergencies and catastrophic situations involving the physically active individuals, including athletes.

### **377 Therapeutic Exercise in Rehabilitation (3)**

Prerequisite: KNES 202. Theoretical and clinical basis for therapeutic exercise in rehabilitation. Therapeutic exercises as they relate to injury rehabilitation will be developed for student syntheses and understanding.

### **378 Therapeutic Modalities in Rehabilitation (3)**

Prerequisite: KNES 202. Theoretical, clinical, and practical basis for the use of therapeutic modalities in rehabilitation. Develop physical agents and biophysics, indications, contraindications, physiological effects, and applications.

### **380 Philosophy of Human Movement (3)**

Prerequisites: junior or senior standing and completion of G.E. Categories C.2 and D.2. Pre- or corequisite: kinesiology majors, KNES 202; athletic training majors, KNES 200 or 365. Philosophy of human movement in athletics, sport, kinesiology, play, dance and other human movement forms, from ancient Greeks to the present. Philosophical theories of human movement relative to personal identity, reality, being, values and nature of competition. One or more sections offered online.

### **381 History of Sports, Games and Culture (3)**

Prerequisites: junior or senior standing and one course from G.E. Category B, C or D. Pre- or corequisite: kinesiology majors, KNES 202; athletic training majors, KNES 200 or 365. Historical interpretations of the role of sport, games, play, dance and recreation in human life. Introduction to the connections between sporting and movement practices, as well as the broader cultural, political, intellectual and economic patterns that have shaped societies throughout world history.

### **383 Psychology of Sport and Physical Activity (3)**

Prerequisite: junior or senior standing. Pre- or corequisite: kinesiology majors, KNES 202; athletic training majors, KNES 200 or 365. Introduction to theory and research of psychological processes that influence human performance in numerous movement settings including sport, exercise, and rehabilitation. Topics include individual difference variables (e.g., personality, arousal/anxiety, and motivation), social psychological variables (e.g., aggression, leadership, and group dynamics), and assessment and intervention (e.g., goal setting, cognitive techniques, and behavioral change strategies).

### **384 Sport Sociology (3)**

Prerequisite: KNES 381. Sport and social institutions and social processes. Understanding sport as a social phenomenon.

### **385 Instructional Analysis of Human Movement (3)**

Prerequisites: junior or senior standing, KNES 300; completion of all six performance course requirements; or Teacher Education, KNES 240, 241, 242 recommended. Variables and principles that contribute to effective observation, analysis and instruction of human movement skills across the life span.

### **386 Movement and the Child (3)**

Prerequisite: junior or senior standing; corequisite, KNES 494 for kinesiology teacher education majors only. Characteristics of the child; physical growth and development; basic mechanical principles related to human movement and motor learning; and concepts related to the design of physical activity programs that are appropriately challenging for children at various developmental levels.

### **387 Movement and the Adolescent (3)**

Corequisite: KNES 494 for teacher education kinesiology majors only. Implement physical education programs at the secondary level. Cognitive, affective and psychomotor development; structure, concepts and principles related to human movement and motor learning; concepts related to the design of secondary school movement programs.

### **396 Physical Education Tutorial (1)**

Prerequisites: consent of instructor and tutorial adviser. Supervised experience in performance or laboratory situations through tutoring or assisting in instruction. May be repeated for six units of credit. A maximum of three units may be applied toward the major.

### **405 Worksite Injury Prevention and Rehabilitation (3)**

(Same as HESC 405)

### **406 Principles of Sport and Exercise Management (3)**

Prerequisite: junior, senior or graduate standing. Sport/exercise management enterprise, including school, facility, professional, commercial, industrial, corporate management and specialists in marketing, print/electronic media. Job descriptions, professional preparation and placement opportunities are detailed. Portfolio development.

### **410 Issues in Youth Sports (3)**

Prerequisites: junior, senior or graduate standing; KNES 381; CAS 312 recommended. Interdisciplinary examination of trends and issues in youth sport, focusing on non-school based community programs. Structural characteristics of sport and physical activity programs as they pertain to proper development of children and adolescents.

### **414 Legal Issues in Kinesiology (3)**

Prerequisite: junior, senior or graduate standing. Pre- or corequisite: KNES 202 or COMM 346. Introduction to the legal system and the law as applied to sport and exercise settings, which includes the areas of sports, fitness and healthcare, and recreational activities, with an emphasis on understanding the concepts of ethics, negligence and risk management.

### **430 Applied Sport Psychology (3)**

Prerequisites: junior, senior or graduate standing; KNES 383. Application of principles from sport psychology literature to enhance athletes' and coaches' performance.

### **432 Applied Exercise Psychology (3)**

Prerequisites: junior, senior or graduate standing; KNES 383. Understanding and applying the principles from exercise psychology to enhance competencies and skills related to preventive and rehabilitative exercise programs.

### **442 Teaching Physical Education (3)**

Prerequisite: admission to Teacher Education. Objectives, methods and materials of teaching Physical Education K-12. Required before student teaching. Part of the 12-unit education block and may not be taken separately. A "B-" (2.7) or better is required to earn a preliminary Single Subject credential.

### **449E First Semester Student Teaching (3)**

Credit/No Credit only. Requires a "B" (3.0) or better for credit. (Same as EDSC 449E)

### **449I Second Semester Student Teaching (10)**

Credit/No Credit only. Requires a "B" (3.0) or better for credit. (Same as EDSC 449I)

### **449S Seminar in Secondary Teaching (2)**

Credit/No Credit only. Requires a "B" (3.0) or better for credit. (Same as EDSC 449S)

### **450 Program Design for Strength and Conditioning (3)**

Prerequisites: junior, senior or graduate standing; KNES 351. Outcomes associated with different strength training regimens. Periodization and planned variation of the acute program variables of frequency, intensity, volume and rest across cycles of training to prevent overtraining and promote peak performance.

### **451 Sports Medicine (3)**

Prerequisites: junior, senior or graduate standing; KNES 348, 348L. Alterations in human movement, anatomy and physiology that are caused by such factors as injury, drugs and environment.

### **453 Clinical Exercise Physiology (3)**

Prerequisites: junior, senior or graduate standing; KNES 348. Application of exercise physiology concepts to clinical/pathological situations in order to determine the therapeutic and functional benefits of physical activity.

### **454 Physical Dimensions of Aging (3)**

Prerequisites: junior, senior or graduate standing; minimum six upper-division kinesiology units completed or six units from gerontology minor. Scientific evidence concerning the relationship between level of physical activity and one's physical, mental and psychological well-being during aging.

### **455 Functional Performance Assessment and Programming for Older Adults (3)**

Prerequisites: junior, senior or graduate standing; KNES 349 and 353, 371 or 454. Developing technical and personal skills related to functional performance assessment and to the development and implementation of physical activity programs for healthy and frail older adults.



**456 Environment Exercise Physiology (3)**

Prerequisites: junior, senior or graduate standing; KNES 348. Interrelationship between the physical environment and the human while exercising under different states of fitness and acclimatization.

**457 Practice of Personal Training (3)**

Prerequisites: junior, senior or graduate standing; KNES 351, 354; KNES 300 recommended. Physiological responses and adaptations associated with strength and aerobic training to design fitness programs across the lifespan. Scientific foundation, client evaluation, exercise technique, safety and legal issues, program design and special populations.

**458 Measurement Techniques in Strength and Conditioning (3)**

Prerequisites: junior, senior or graduate standing; KNES 348L, 351. KNES 300 recommended. Understand theory, operate equipment and analyze resultant data related to endurance, strength and power testing. Emphasizes exposures to a variety of assessment techniques commonly performed in strength and conditioning, biochemistry, and exercise physiology.

**460 Worksite Health Promotion (3)**

(Same as HESC 460)

**461 Biomechanical Analysis of Human Movement (3)**

Prerequisites: junior, senior or graduate standing; KNES 300; PHYS 211 recommended. Analytical approach to mechanics of human motion. Quantitative video analysis techniques are introduced and applied to select movement analysis projects.

**463 Biomechanics of Musculoskeletal Injury (3)**

Prerequisites: junior, senior or graduate standing; KNES 300. Biomechanical analysis of bone, joint cartilage and collagenous tissue, and of forces and moments acting at the major joints of the human body with specific interest on how these forces contribute to musculoskeletal injuries.

**465 Administration and Leadership in Athletic Training (3)**

Prerequisites: junior, senior or graduate standing; KNES 365. Theoretical, legal, moral, ethical, technical and practical aspects of administration and leadership in sports healthcare programs, including those in athletic training.

**468 Clinical Proficiencies in Athletic Training IV (2)**

Prerequisites: junior, senior or graduate standing; KNES 369. Develop a cognitive understanding and a practical knowledge of various clinical skills required of a fourth-semester athletic training student.

**469 Clinical Proficiencies in Athletic Training V (2)**

Prerequisites: junior, senior or graduate standing; KNES 468. Develop a cognitive understanding and a practical knowledge of various clinical skills required of a fifth-semester athletic training student.

**470 Nutrition for Exercise and Performance (3)**

Prerequisites: junior, senior or graduate standing; KNES 348. Role of different nutrients (macro and micro) to provide energy during exercise, enhance performance and support recovery after exercise. Fluid replenishment, ergogenic aids, nutritional supplements, nutritional immunology and the female athlete.

**471 Motor Control and Movement Dysfunction (3)**

Prerequisites: junior, senior or graduate standing; KNES 371. Contemporary motor control theories and how they are applied to the development of therapeutic exercise programs for children and adults with balance and movement disorders caused by disease and/or trauma to the neurological system.

**480 Gender Issues and Sport (3)**

Prerequisites: junior, senior or graduate standing; KNES 381 or completion of G.E. Categories D.1 and D.5. Multidimensional focus of influences impacting women's competitive and non-competitive sport participation with emphasis on access, inclusion, adherence, benefits/liabilities and lifelong well being.

**494 Practicum (1-3)**

Prerequisites: junior, senior or graduate standing; consent of faculty sponsor, field supervisor, fieldwork coordinator and department chair. Planning, preparing, coaching, teaching in public school, college or community physical education or recreation programs. May be repeated for a maximum of six units of credit. Credits not applicable toward major or fifth year work. Credit/No Credit only.

**495 Internship in Kinesiology (3)**

Prerequisites: minimum of 12 units of upper-division kinesiology coursework completed, faculty sponsor, field supervisor, fieldwork coordinator and department chair consent. Seminar for analysis of field experiences, including appropriate theory, skills and techniques, in addition to supervised experience in an approved fieldwork location agency. Internship must be specific to the discipline of kinesiology. Minimum of 120 hours per semester. Application forms must be completed and approved prior to enrollment. May not be repeated for credit toward the major.

**499 Independent Study (1-3)**

Prerequisites: minimum of 15 upper-division kinesiology courses completed. Topics based on a study plan prepared in cooperation with a faculty supervisor. Culminates in a paper, project, comprehensive examination or performance. Application forms must be completed and approved prior to enrollment. Maximum of three units in any one semester; may be repeated once.

**508 Statistical Methods in Kinesiology (3)**

Prerequisites: graduate status, KNES 349. Statistical theory, data collection procedures, techniques for analysis and interpretation of data.

**510 Research Methods in Kinesiology (3)**

Prerequisites: graduate status, KNES 508. Fundamental tools of research. Types of research, process of scientific inquiry and critical analysis of research. Topic selection and development of a research proposal.

**516 Advanced Study of the Philosophical Perspective of Human Movement (3)**

Prerequisites: graduate status, KNES 380. Methods of the philosophical process of human movement.

**550 Graduate Internship (3)**

Prerequisites: graduate status, consent of faculty sponsor, field supervisor, field coordinator and chair. On-the-job training experiences supervised by a fully trained practitioner. Minimum of 120 hours per semester plus conferences with faculty sponsor. Application forms must be completed and approved prior to enrollment. Upon completion of the internship, a written evaluation must be submitted. Not open to students on, or subject to, academic probation.

**551 Advanced Study in Physiology of Exercise (3)**

Prerequisites: graduate status, KNES 348, 348L. Current issues and research in physiology of exercise with emphasis on physiological control during acute exercise. Includes written, oral and laboratory assignments.

**555 Applied Strength and Conditioning (3)**

Prerequisites: graduate status, KNES 351, 551. Anatomical and physiological bases for programs that develop physical fitness and performance.

**557 Instructional Strategies in Physical Education and Sport (3)**

Prerequisites: graduate status, KNES 371 or 383. Theoretical concepts, models and research on instructional strategies for Physical Education, sport and related professional setting. Highly recommended for graduate students in all concentrations in Physical Education.

**558 Advanced Study in Teaching Human Movement (3)**

Prerequisites: graduate status, KNES 300 or 371 or consent of the instructor. Historical perspectives and current trends in pedagogical research and the resultant principles that undergird the science of teaching human movement.

**561 Advanced Study in Biomechanics (3)**

Prerequisites: graduate status, KNES 461. Advanced methods and concepts associated with the quantification of human movement. Biomechanical analysis of force plate and three-dimensional video data.

**571 Advanced Study in Human Motor Control and Learning (3)**

Prerequisites: graduate status, KNES 371. In-depth study of contemporary trends and issues in motor control/learning research. Application of research to practice.

**580 Advanced Study in Sport and Exercise Psychology (3)**

Prerequisites: graduate status, KNES 383. Current issues and research in sport and exercise psychology. Topics include motivation, personality, leadership and group dynamics, attention/concentration, exercise adherence/compliance, sport and exercise injury, and behavioral change strategies.

**581 Consultation in Applied Sport Psychology (3)**

Prerequisites: KNES 383, 430 and graduate standing. Factors related to effective consultation for enhancing athletic performance. Knowledge of consultation issues will be derived from the existing best practices and literature with the purpose of drawing practical applications for the new professional. May be repeated for a maximum of six units credit.

**582 Advanced Study in Sociocultural Perspectives of Human Movement (3)**

Prerequisites: graduate status, KNES 384. In-depth study of theories and methods of the sociocultural perspective and their application to the study of human movement phenomena.

**597 Project (3)**

Prerequisites: graduate classified status, KNES 510, successful completion of an oral presentation of the project, and signature of all committee members on or before the census date of the semester in which the student elects to enroll. Directed independent inquiry. Not open to students on, or subject to, academic probation.

**598 Thesis (3)**

Prerequisites: graduate classified status, KNES 510, successful completion of an oral presentation of the thesis, and signatures of all committee members on or before the census date of the semester in which the student elects to enroll. Student will select and have approved a research proposal, conduct the research, and prepare a formal analysis and report. May be repeated. Not open to students on, or subject to, academic probation.

**599 Graduate Independent Research (1-3)**

Prerequisites: graduate status, KNES 510, and consent of the faculty adviser and chair. Student research in a specific area of human movement studies. Application forms must be completed and approved prior to enrollment. Upon completion of the research, a written report must be submitted. Not open to students on, or subject to, academic probation. Maximum of three units in any one semester; may be repeated once.



# Latin American Studies

College of Humanities and Social Sciences

## PROGRAM COORDINATOR

Sandra M. Pérez-Linggi

## PROGRAM OFFICE/WEBSITE

Humanities 420A

657-278-3161

[hss.fullerton.edu/latinamerican](http://hss.fullerton.edu/latinamerican)

## PROGRAMS OFFERED

Bachelor of Arts in Latin American  
Studies

Minor in Latin American Studies

## PARTICIPATING FACULTY

Robey Callahan (Anthropology),  
James Dietz (Economics), Tricia  
Gabany-Guerrero (Anthropology),  
Juan Carlos Gallego (Modern  
Languages), Ana Garza (Education),  
Joanne Gass (English), Erualdo  
González (Chicana/o Studies), Monica  
Hanna (Chicana/o Studies), James  
Hussar (Modern Languages), Juan  
Ishikawa (Modern Languages),  
David Kelman (English), Irene Lange  
(Marketing), Elisa C. Mandell (Art),  
Stephen Neufeld (History), Gabriela  
Núñez (Chicana/o Studies), Valerie R.  
O'Regan (Political Science), Patricia  
Perez (Chicana/o Studies), Denise  
Stanley (Economics), Robert Voeks  
(Geography), Carl Wendt  
(Anthropology), Phillippe Zacair  
(History)

## INTRODUCTION

Latin America is our closest neighbor and a developing region with vast potential. Countries range in size from the Dominican Republic to resource-rich Brazil, which is larger than the continental United States.

By pursuing a broad, yet in-depth course of study, Latin American Studies students are well equipped to enter many fields and occupations as teachers in the United States or Latin America, as business people sensitive to Latin American history and culture, or as journalists, lawyers and doctors where contact with Latin America or Latin Americans in the United States is important.

The Latin American Studies major is designed to provide an in-depth, interdisciplinary understanding of Latin America. Majors develop language proficiency in Spanish and Portuguese, and have a broad range of courses from which to choose in anthropology, art, Chicana/o studies, economics, history, geography, political science, and modern languages and literatures. The major is well-suited for: (1) students who wish to pursue careers that require residence in or knowledge of Latin America (e.g., business, journalism, government); (2) those who plan to teach Spanish and/or social sciences in the secondary schools; and (3) students who wish to pursue graduate work in Latin American studies or other disciplines where a Latin American specialization would be helpful (e.g., political science, economics, history).

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes apply to students pursuing a degree in Latin American Studies:

### Write effectively

- Write about Latin America's geography, peoples, history, cultures, economies, societies, art history and institutions from an interdisciplinary perspective
- Demonstrate appropriate use of sentence structure, content, organization, and purpose as is particularly relevant to argumentative writing in English, Spanish and Portuguese

### Research

- Demonstrate the ability to access written and electronic information about Latin America in different disciplines and follow appropriate formats in documenting resources
- Gain the skills necessary to formulate arguments and demonstrate their validity through research-based essay papers and oral presentations following methodologies in the humanities and social sciences
- Acquire and demonstrate foundational knowledge in anthropology, art history, Chicana/o studies, economics, geography, history, political science, Portuguese, or Spanish, as it pertains to Latin America and in accordance with the academic path followed in obtaining the bachelor of arts degree

### Identify ideologies presented in various texts

- Read resources from different historical moments, languages, and power structures in order to demonstrate an understanding of biases inherent in a text's contents and how those ideologies have influenced Latin America's economic and political dependence as well as its social institutions and cultural accomplishments

### Language Proficiency

- Develop and demonstrate in a variety of situations, and for diverse audiences, oral and written communication skills in English and Spanish or Portuguese
- Demonstrate through writing assignments an understanding of the varying structures of English, Spanish and Portuguese in order to maximize understanding of authentic texts and access a multilingual and multicultural understanding appropriate to the interdisciplinary nature of the major

### Latin America in a Global Context

- Identify regional trends in Latin America which have marked its colonial past, economic dependency, political corruption, and social inequality in order to understand its modern needs
- Understand and interpret Latin America's cultural contributions as a diverse, multilingual, ethnically diverse world region with significant influences from Amerindian, European, African and Asian peoples

## BACHELOR OF ARTS IN LATIN AMERICAN STUDIES (120 UNITS)

The Bachelor of Arts in Latin American Studies includes courses for the major, General Education, all-university requirements and free electives.

### Foundation Courses

All majors should develop a language proficiency level equivalent to SPAN 204 and PORT 102. Students with no language background should take:

SPAN 101 Fundamental Spanish - A (5)

SPAN 102 Fundamental Spanish - B (5)

SPAN 203 Intermediate Spanish - A (3)

SPAN 204 Intermediate Spanish - B (3)

PORT 101 Fundamental Portuguese - A (4)  
(usually offered in the Fall)

PORT 102 Fundamental Portuguese - B (4)  
(usually offered in the Spring)

A student with knowledge of Spanish and/or Portuguese may be able to meet part or all of the foundation course requirements after evaluation by the Department of Modern Languages and Literatures.

### Required Fields of Study

*Upper-Division Writing Requirement (3 units)*

ENGL 301 Advanced Composition (3)

*Language (3 units)*

SPAN 301 Advanced Grammar and Composition (3)

OR PORT 317 Advanced Conversation and Composition (3)

*History and Culture (9 units)*

SPAN 316 Introduction to Spanish American Civilization (3)

OR PORT 325 Contemporary Brazilian Civilization (3)

LTAM 300 Topics in Latin America (3)

Three units in upper-division Latin American History (3)

*Social Science (6 units)*

ANTH 325, 329, 380, 381

ECON 333, 334

GEOG 333

POSC 437

### Electives (12 units)

Select one area of study in consultation with the program coordinator:

*Culture*

ANTH 325, 329, 370\*, 380, 381

CHIC 302, 303, 353

CPRL/CHIC 367

LTAM/CHIC 350 (offered only as part of CSUF La Paz program.)

PORT 317 OR SPAN 301

PORT 320

PORT 325 OR SPAN 316

SPAN 416

*Visual Arts, Literature and Linguistics*

ART 460, 462, 480T\*

CHIC 304, 330, 333, 336

SPAN 440, 441, 466, 467, 468, 485T

*History and Politics*

HIST 350, 449A, 449B, 451A, 451B, 451C, 452, 453A, 453B

POSC 437

*Geography and Economics*

ECON 333, 334

GEOG 333, 355\*, 452\*

LTAM 399 may be added as an option to any of the above areas of study according to course content.

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\* Accepted when focused on Latin America



## MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American studies is designed to complement other majors for which a focus on Latin America can be beneficial (e.g., history, international business, communications, Spanish, economics and political science). Prospective secondary teachers may find this minor particularly attractive. The minor requires proficiency in either Spanish or Portuguese, as defined above for the major; three units of cultural history (LTAM 300, HIST 350 or SPAN 316 or PORT 325); and nine units of approved electives from at least two departments listed below; or from the Latin American Studies "Elective Fields of Study" list.

ANTH 325, 329, 370\*, 380, 381

ART 460, 462, 480T\*

CHIC 302, 303, 304, 330, 333, 336, 340, 353

ECON 333, 334

GEOG 333, 355\*, 452\*

HIST 449A, 449B, 451A, 451B, 451C, 452, 453A, 453B

LTAM 399

POSC 437

PORT 310, 317, 320, 325

SPAN 301, 310, 316, 416, 440, 441, 466, 467, 468, 485T

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\*Latin American focus only.

## LATIN AMERICAN STUDIES COURSES

Course are designated as LTAM in the class schedule.

### 300 Topics in Latin America (3)

Prerequisite: completion of General Education (G.E.)

Category D.1. Interdisciplinary examination and discussion of the history, geography, peoples, and major issues of Latin America from pre-Colonial times to the present.

### 350 Mexican Life and Culture (3)

Prerequisite: completion of G.E. Category D.1. Introduction to Mexican culture and civilization. Contemporary Mexican society with focus on social, political, environmental, cultural and historical issues. Requires travel to La Paz, Baja California, Mexico and will only be offered in summer or intersession. Letter grade or Credit/No Credit. (Same as CHIC 350)

### 399 Directed Study (1-3)

Prerequisite: approval of program coordinator. Supervised individual or small group study as an elective. May be repeated for credit with different content.



# Liberal Studies

College of Humanities and Social Sciences

## INTRODUCTION

Liberal Studies is an interdisciplinary department that integrates concepts from the humanities and arts, the natural sciences and the social sciences. Some core courses trace the historical development of these areas of knowledge in their intellectual and cultural context. The broad framework of these courses will enable students to see the whole range of human knowledge. Other core courses compare and contrast the methods and underlying assumptions of the humanities and arts, the natural sciences and the social sciences, and explore the ways in which these disciplines communicate. The critical thinking and communication skills these courses develop provide students with the self-confidence that comes from being able to express one's ideas clearly and effectively both orally and in writing. The core courses use a combination of lecture, discussion and seminar to make the student not only a well-rounded, well-educated person, but also a more independent thinker and a more creative human being.

The major in Liberal Studies is designed for students who desire the broadest possible liberal education: (1) as preparation for teaching all subjects in the elementary school classroom; (2) as an alternative approach to careers in business; (3) as preprofessional preparation for entry into professional schools in the health sciences, law, ministry, etc.; (4) as a means of obtaining specific occupational requirements that cannot be met from coursework in a single department; (5) and as a source of personal growth and development.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a bachelor's degree in Liberal Studies:

### Written Communication

- Write clearly and correctly
- Analyze and present ideas and subject matter coherently

### Knowledge

- Identify significant figures, concepts, themes and developments in the arts and humanities
- Identify significant figures, concepts, themes and developments in the social sciences
- Identify significant figures, concepts, themes and developments in the natural sciences

### Analysis

- Compare and contrast significant concepts, themes and arguments from the arts and humanities
- Compare and contrast significant concepts, themes and arguments from the social sciences

## DEPARTMENT CHAIR

James R. Hofmann

## DEPARTMENT OFFICE/WEBSITE

Humanities 214  
657-278-2794  
lbst.fullerton.edu

## PROGRAMS OFFERED

Bachelor of Arts in Liberal Studies  
Minor in Liberal Studies

## FACULTY

Emily Bonney, April Bullock, Mark Fischer, Margaret Garber, Joseph Gonzalez, James Hofmann, Kevin Lambert, Edward Maine, Craig McConnell, Andrea Patterson, Angeles Sancho-Velazquez, Saul Tobias

- Compare and contrast significant concepts, themes and arguments from the natural sciences

### Interdisciplinarity

- Explain interdisciplinary connections among and within the three subject areas: arts and humanities, social sciences, natural sciences

## MULTIPLE SUBJECT CREDENTIAL PROGRAM

In addition to completing their B.A. in Liberal Studies, students seeking a Multiple Subject (Elementary) Credential need to enter a state-approved Multiple Subject Credential Program.

The Bachelor's Degree in Liberal Studies may be effectively combined with subject matter studies necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (657-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives.

## BACHELOR OF ARTS IN LIBERAL STUDIES (120 UNITS)

The Bachelor of Arts in Liberal Studies requires 51 units in the major, including: 30 units of core courses; and the 21-unit option under the Elementary Education Plan or the Interdisciplinary Thematic Plan. Each course counted for the major must be completed with a "C" (2.0) or better.

### Core Courses (30 units)

- LBST 300 Introduction to Liberal Studies (3)
- LBST 301 Inquiry and Composition in Liberal Studies (3)\*
- LBST 302A Historical Dimension of Liberal Studies (3)
- LBST 302B Historical Dimension of Liberal Studies (3)
- LBST 303 Liberal Studies in the Humanities and Arts (3)
- LBST 304 Liberal Studies in the Sciences (3)
- LBST 305 Liberal Studies in the Social Sciences (3)
- LBST/PHIL 401 Knowledge in the Arts and Sciences (3)

*One of the following Interdisciplinary Studies courses:*

LBST 310, 315, 325, 331, 333

*One of the following Senior Seminars:*

LBST 485, 486, 487, 488, 489, 490, 491, 492

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\*Fulfills the course requirement of the university upper-division baccalaureate writing requirement for Liberal Studies majors.

### Sequence of Core Courses

Because the core curriculum is designed as an integrated whole and builds upon the student's general education, there is an order in which these courses need to be taken and there are certain prerequisites for them. LBST 300 and LBST 302A,B come first. LBST 302A is a prerequisite for LBST 302B.

LBST 302B and LBST 301 are prerequisites for LBST 303, 304, 305, because they pick up the historical developments where LBST 302B leaves off.

LBST 401 and the Senior Seminar come last. LBST 401 or PHIL 401 requires the completion of LBST 304 and either LBST 303 or 305. The Senior Seminar requires senior standing, the completion of 90 units of college work.

## Elementary Education Plan (21 units)

### Arts and Humanities (6 units)

*Visual and Performing Arts (one of the following)*

ART 380; MUS 433; three-unit, upper-division course in Art, Music, or Theatre and Dance

*Language and Literature (one of the following)*

ENGL/LING 206; ENGL 211, 212, 221, 222, 341; THTR 311; three-unit, upper-division course in Comparative Literature, English, European Studies, Modern Languages and Literatures, or Linguistics

### Mathematics and Natural Sciences (6 units)

MATH 303B

GEOL 410 or BIOL 453

### Social Science and Cultural Diversity (6 units)

*Social Sciences (one of the following)*

ANTH 333, 350; GEOG 350; PSYC 311; SOCI 352; three-unit upper-division course in Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, Comparative Religion or Sociology

*Cultural Diversity (one of the following)*

AFAM 304; AMST 395; ASAM 342; CHIC 305; HCOM 320; SOCI 357, WMST 302; three-unit, upper-division course that meets G.E. Category Z in American Studies, African American Studies, Asian American Studies, Chicana and Chicano Studies, Human Communications Studies, Latin American Studies or Women and Gender Studies

### Elective (3 units)

One upper-division course from Biological Science, Chemistry/Biochemistry, Geology, Mathematics, Physics or other upper-division course from any department or program in the above Arts and Humanities or Social Science and Cultural Diversity categories

## Interdisciplinary Thematic Plan (21 units)

The Interdisciplinary Thematic Plan (ITP) is designed for students who have broad interests that expand beyond the confines of a single department. For these students, the ability to construct their own area of interdisciplinary study by taking advanced coursework in several disciplines may be more beneficial than restricting their study to one of the various majors offered by the university. The Interdisciplinary Thematic Plan does not duplicate any existing major. It is a well-thought-out, highly individualized group of

courses that, even though they come from various departments, have a common subject, focus or interest.

ITP students may center their coursework on an academic interest or may select courses that prepare them for later professional training or for specific careers.

### **Personalized Coordinated Program (18 units)**

ITP students are allowed to select, in consultation with a liberal studies adviser, 18 units of upper-division coursework from various departments for the purpose of pursuing an interdisciplinary problem, theme or issue.

To ensure breadth of knowledge, ITP students are allowed to take: (a) no more than nine units from a single department; and (b) no more than 15 units from a single area of knowledge (humanities and arts, science, social sciences). ITP students should have their study plan approved by a liberal studies adviser prior to taking coursework.

### **Senior Project (3 units)**

To integrate and synthesize knowledge acquired through their Personalized Coordinated Program, ITP students must complete a senior project (such as a thesis or a creative work relevant to the theme of their Personalized Coordinated Program) by enrolling in three units of Independent Study (499) with a professor of their choice. ITP students should schedule an appointment with a LBST adviser immediately after deciding upon the thematic plan in order to organize a project and enroll in the required units of LBST 499.

### **MINOR IN LIBERAL STUDIES (15 UNITS)**

Students who minor in Liberal Studies are expected to attain a general understanding of significant concepts, themes and figures in the three general subject areas covered by the major: the arts and humanities, the social sciences and the natural sciences.

LBST 302A\* The Historical Dimension of Liberal Studies (3)

LBST 302B The Historical Dimension of Liberal Studies (3)

LBST 303 Liberal Studies in the Humanities and Arts (3)

LBST 304 Liberal Studies in the Sciences (3)

LBST 305 Liberal Studies in the Social Sciences (3)

*Note:* A "C" (2.0) or better is required in each course.

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\*Prior completion or concurrent registration in LBST 300, although a requirement for Liberal Studies majors, is not a requirement for Liberal Studies minors.

### **LIBERAL STUDIES COURSES**

Courses are designated as LBST in the class schedule.

#### **100 Introduction to the Humanities (3)**

Interdisciplinary introduction to the humanities as a set of related disciplines that apply conceptual, critical, historical and linguistic analyses to advance our understanding of what it means to be human.

#### **101 Introduction to the Social Sciences (3)**

Major topics in the social sciences in order to understand their systematic study of human behavior, to realize the connections among particular issues and approaches, and to reflect critically on modern life.

#### **300 Introduction to Liberal Studies (3)**

Prerequisite: completion of General Education (G.E.) Category A. The natural world as theme, introductory exploration of values and modes of inquiry and expression in the arts and humanities, natural and social sciences.

#### **301 Inquiry and Composition in Liberal Studies (3)**

Prerequisite: completion of G.E. Category A. Selected thematic interconnections between the arts and humanities, sciences and social sciences through reading, discussion and composition. Satisfies the upper-division writing course requirement for majors in Liberal Studies.

#### **302A Historical Dimension of Liberal Studies (3)**

Pre - or corequisite: LBST 300 and completion of G.E. Category A. Origins and development of modes of thought and forms of expression in the three core areas of liberal studies, i.e., the natural sciences, social sciences, and arts and humanities.

#### **302B Historical Dimension of Liberal Studies (3)**

Prerequisite: LBST 302A with a "C" (2.0) or better. Origins and development of modes of thought and forms of expression in the three core areas of liberal studies, i.e., the natural sciences, social sciences, and arts and humanities.

#### **303 Liberal Studies in the Humanities and Arts (3)**

Prerequisites: MUS 101 or equivalent, LBST 301, 302B, and completion of G.E. Category C.2. Interdisciplinary approach to the humanities and arts that examines their purposes, structures and major developments since 1900.

#### **304 Liberal Studies in the Sciences (3)**

Prerequisites: LBST 301, 302B and completion of G.E. Categories B.4. and B.2. Interdisciplinary introduction to the character and aims of 20th-century science, current theories and knowledge, and the role of science and technology in contemporary society.

#### **305 Liberal Studies in the Social Sciences (3)**

Prerequisites: LBST 301, 302B and completion of G.E. Category D.1. Interdisciplinary introduction to modern social science in which major thinkers, ideas, movements and problems will be approached historically, comparatively and analytically.

#### **310 The California Experience (3)**

Prerequisite: completion of G.E. Category D.1. Seven themes in California studies. Explores the California experience through readings, films and music, and three writing assignments that research one topic each in the arts/humanities, social sciences and natural sciences in California. (Same as HIST 310)



**315 A European Tour (3)**

(Same as EUST 315)

**323 Cross-Cultural Humanities (3)**

Interdisciplinary exploration of the humanities through a series of persistent questions humans have raised across cultures and historical periods. The commonalities of human concerns and the diversity and uniqueness of the answers given to them.

**325 Science on the Silver Screen (3)**

Prerequisites: completion of G.E. Categories B.4. and B.2. Representations of science in film. Issues include images of scientists, the nature of science and science as problem solving. Readings and film will emphasize the variety of interactions between science and its depiction on the silver screen.

**331 History of Science: Copernicus to the Present (3)**

(Same as HIST 331)

**333 Evolution and Creation (3)**

(Same as PHIL 333)

**401 Knowledge in the Arts and Sciences (3)**

Prerequisites: LBST 304 and LBST 303 or 305. Philosophical analysis and comparison of how the natural sciences, the social sciences, and the arts and humanities apply epistemological or aesthetic criteria to assess scientific and artistic activities. Discussion of the evolution of these criteria in their social and ideological context. (Same as PHIL 401)

**485 Senior Seminar in Cultural Diversity (3)**

Prerequisites: senior standing, LBST 301, 305, and completion of G.E. cultural diversity category. Intensive interdisciplinary study of the historical and cultural experiences of racial and ethnic groups in America. Emphasizes student-led discussions.

**486 Senior Seminar in Humanities and Arts (3)**

Prerequisites: senior standing, LBST 301, 303. Intensive interdisciplinary study of selected topics in the humanities and arts. Integrates and builds upon previous classes in Liberal Studies and emphasizes student-led discussions.

**487 Senior Seminar in Evolution and Creation (3)**

Prerequisites: senior standing, LBST 301, 302B. Interdisciplinary examination of the relationship between evolutionary biology and the theology of divine creation. Traces the development of both perspectives from the pre-Darwinian period to the modern era. Emphasizes critical reading of texts and student-led discussions.

**488 Senior Seminar in Environmental Studies (3)**

Prerequisites: senior standing, LBST 301; LBST 304 or 305. Interdisciplinary seminar involving the examination and analysis of environmental problems from the perspectives of the natural sciences and the social sciences. Students participate in class discussions and write papers on environmental topics.

**489 Senior Seminar in Gender Issues (3)**

Prerequisites: senior standing, LBST 301, 305. Intensive interdisciplinary study of gender issues in the modern period. Emphasizes student-led discussions.

**490 Senior Seminar in Great Books (3)**

Prerequisites: senior standing, LBST 301, 302B. Intensive study of important books from early civilization to the present. Develops critical reading of texts, clear expression of ideas and integration of knowledge. Emphasizes student-led discussions.

**491 Senior Seminar in Literature and Sciences (3)**

Prerequisites: senior standing, LBST 301, 302B. Interdisciplinary examination of the relationships between literary and scientific communities, and of literature as a forum for the critique, appraisal, and assessment of science in culture.

**492 Senior Seminar in the History of the Information Machine (3)**

Prerequisites: LBST 301, 302B. Computing technologies from the early modern period to the present in social and historical context. How to develop research projects exploring the interdependence and interaction between information, society and knowledge.

**499 Independent Study (1-3)**

Prerequisites: consent of instructor and approval by Liberal Studies department chair. Individually supervised studies and/or projects. May be repeated once for credit.

**501 Proseminar in Liberal Studies (3)**

Required for all incoming students in the MA in Liberal Studies program. Relationships between disciplinary and interdisciplinary research. Graduate writing skills and research.

**502T Topics in Liberal Studies (3)**

Topics include: food in an interdisciplinary perspective, consciousness in interdisciplinary perspective, works and worlds: Darwin and Dickens.

**503 Seminar in the Arts and Humanities (3)**

Issues of canon formation and the concept of the canon itself in the visual arts, music and literature. Contemporary challenges to the canon in these three artistic mediums, including the status of contemporary criticism.

**504 Seminar in Natural Sciences (3)**

Interdisciplinary exploration of the foundational concepts in the natural sciences (the Newtonian synthesis, thermodynamics, relativistic physics, quantum physics, evolutionary synthesis and the molecular understanding of life) and introductory overview of science studies literature.

**505 Seminar in Social Science (3)**

Interdisciplinary exploration of the foundational topic of social science: modernity and its discontents. Includes classic and contemporary approaches.

Teach, Listen, Speak,  
Understand, Pronounce,  
Learn, Accent, Converse,  
Language, Sounds, Speech,  
Study, Write, Communicate,  
Read, Dialect, Words, Spelling

# Linguistics

College of Humanities and Social Sciences

## INTRODUCTION

Linguistics is the study of language. It resists simple classification into one of the traditional categories of academic disciplines. As one of the humanities, linguistics is concerned with the historical development of a particular language or language family. As a social science, linguistics may be related to anthropology in describing language as part of culture; it may even be considered a natural science, related to the physical science of acoustics and the biological sciences of anatomy and physiology. As an applied science, linguistics has found many applications in fields as far apart as language pedagogy, speech therapy and computer programming. Finally, linguistics may be considered a formal science in its own right, related to mathematics and logic.

The interdisciplinary aspects of linguistic study are reflected in the organization of the program, which offers a core of general linguistics courses and draws upon linguistically related courses in other departments.

Graduates use the major in linguistics for a liberal arts base in language-related fields. With advanced work, they enter teaching, language research, translation and linguistic field work, as well as such professional fields as law or teaching English as a second language.

The Bachelor of Arts is for students with an exceptional interest in and aptitude for the study of language. The essential relationships between language and thought and language and culture, the structure of modern languages, including English, the historical study of language, and formal techniques and methodologies are the theoretical foundations of linguistic analysis.

The M.A. in Linguistics builds upon a foundation of undergraduate study in linguistics and allied areas, such as foreign languages, English language, anthropology, human communication and related areas in psychology and philosophy. The program emphasizes strong preparation in general linguistics and offers the opportunity to specialize in one of several areas.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Linguistics:

### Knowledge of language organization, usage, history and learning

- Understand how language is structured, particularly to what extent languages share a universal structural base and to what extent they differ from one another
- Understand how language is used, and the factors accounting for variation in language use
- Understand how language is learned by children in first language acquisition and by adults in second language acquisition
- Understand how language changes over time and the principles of historical linguistics

## PROGRAM COORDINATOR

Franz Mueller

## PROGRAM OFFICE/WEBSITE

University Hall 323

657-278-3163

[hss.fullerton.edu/linguistics](http://hss.fullerton.edu/linguistics)

## PROGRAMS OFFERED

Bachelor of Arts in Linguistics

Minor in Linguistics

Master of Arts in Linguistics

## FACULTY

Juan Carlos Gallego (Modern Languages), Angela Della Volpe (English), Janet Eyring (Modern Languages), Reyes Fidalgo (Modern Languages), Eric Lief (Modern Languages) Franz Mueller (English), Natalie Operstein (English), James Santucci (Comparative Religion), Patricia Schneider-Zioga (English), Kazuha Watanabe (Modern Languages)

**Think critically**

- Demonstrate the ability to analyze problems, both linguistic and otherwise, and to find and critically evaluate alternative solutions

**Write effectively**

- Demonstrate the ability to present ideas in effectively written form

**Research**

- Demonstrate the ability to find in textbooks and research materials, the kinds of information relevant to a given problem or issue, linguistic or otherwise, and to integrate that information into one's own written work to support one's argument while giving appropriate credit to the source of the information

**Knowledge of linguistics subdisciplines**

- Have a working knowledge of the subdisciplines of linguistics dealing with the organization of language, i.e., phonetics, phonology, morphology, syntax and semantics
- Have a working knowledge of the subdisciplines of linguistics dealing with language use, change and acquisition, especially sociolinguistics, historical linguistics and psycholinguistics

**BACHELOR OF ARTS IN LINGUISTICS (120 UNITS)**

The Bachelor of Arts in Linguistics includes courses for the major, General Education, all-university requirements and free electives. A "C" (2.0) or better is required in all courses applied to the major.

**Language Requirement**

Linguistics majors are required to take two progressive semesters of any two languages or four progressive semesters of any one language.

**Core Requirements (15 units)**

LING 351 Introduction to Linguistic Phonetics and Phonology (3)

LING 406 Descriptive Linguistics (3)

LING 408 Syntax (3)

LING 412 Sociolinguistics (3)

LING 430 Historical Linguistics (3)

**Electives (18 units)**

Two courses must be from upper-division linguistics courses other than those listed as required above; and four may be selected from other upper-division linguistics courses, or from the courses listed below:

CAS 312 Human Growth and Development (3)

ENGL 303 The Structure of Modern English (3)

Modern Languages, any upper-division course (3)

PHIL 368 First Course in Symbolic Logic (3)

PSYC 415 Cognitive Processes (3)

Students must consult with an adviser in linguistics before establishing their individual programs of study. Other courses in the university may be taken as electives with the permission of the adviser.

**MINOR IN LINGUISTICS**

The minor in linguistics provides a solid introduction to the scientific study of language for students in a related major field. Students are required to take: LING 106, LING 351 and LING 406. In addition, 12 units in elective courses, selected with the approval of the undergraduate adviser, are required. It is thus possible to tailor the minor to individual needs in rounding out a course of study in the student's major area of specialization. A "C" (2.0) or better is required in all courses applied to the minor.

**MASTER OF ARTS IN LINGUISTICS (30 UNITS)****Admission to Graduate Standing – Conditionally Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information.

**Graduate Standing – Classified**

Classified graduate standing requires a bachelor's degree in Linguistics or a related field from an accredited institution with at least 3.0 GPA in the major courses provided that a minimum of 24 units of upper-division coursework is included.

If the student holds a bachelor's degree in a major other than linguistics, 24 units of upper-division coursework in linguistics with a minimum of 3.0 GPA must have been completed, including:

LING 351 Introduction to Linguistic Phonetics and Phonology (3)

LING 406 Descriptive Linguistics (3)

LING 408 Syntax (3)

LING 412 Sociolinguistics (3)

LING 430 Historical Linguistics (3)

A student who has not completed one or more of the preceding four courses may enroll in the required course(s) concurrently with graduate coursework in the program.

If the student lacks the prerequisite number of linguistics courses, they must be made up with at least a 3.0 GPA in such make-up coursework. In the event that the student's GPA in prerequisite Linguistics courses is less than 3.0, six to nine units of probationary, adviser-approved coursework may be assigned. If the GPA in these probationary courses is 3.0 or better, the student may be classified. Some courses taken to make up qualitative deficiencies may be credited toward the M.A. if completed with a "B" (3.0) or better, and if applicable to the student's particular study plan. Courses taken to remove quantitative deficiencies may not be applied to the M.A. program.

Knowledge of one foreign language is required (equivalent of Modern Languages 317 course). Students without coursework in a foreign language may demonstrate proficiency by a score of average

or better on the MLA-ETS Proficiency Examination for Advanced Students. Work toward fulfillment of this requirement may be taken concurrently with graduate work in linguistics.

Modifications of certain prerequisite requirements may be permitted in exceptional circumstances.

A study plan must be developed and approved for admission to classified graduate standing.

## **STUDY PLAN**

### **Descriptive and Historical Linguistics (15 units)**

LING 501 Research Methods and Bibliography (3)

LING 505 Phonological Analysis (3)

LING 507 Grammatical Analysis (3)

LING 508 Theories of Syntax (3)

LING 530 Graduate Seminar: Historical Linguistics (3)

### **Specialized Electives (9 units)**

Coursework selected from any one of the following five areas of specialization, including other courses in the university with the approval of the adviser:

#### *Applied Linguistics*

ENGL 303

FREN 466, 599

GRMN 466, 599

LING 305, 307, 416, 599

SPAN 466, 467, 468, 599

TESL 509, 510, 515, 527, 532, 560

#### *Anthropological Linguistics*

ANTH 599

LING 416, 599

TESL 500

#### *Analysis of Specific Language Structures*

ENGL 599

FREN 466, 500, 530, 599

GRMN 466, 500, 530, 599

JAPN 466, 468

LING 599

SPAN 466, 500, 530, 599

#### *Communication and Semantics*

ANTH 599

HCOM 599

LING 416, 417, 442, 599

Disorders of Communication

HCOM 461, 472, 475, 599

LING 307, 369, 417, 599

## **Linguistics or a Related Field Elective (3 units)**

### **Project (3 units)**

A minimum of 15 units in 500-level courses is required.

Satisfactory completion of a written comprehensive examination is required at the conclusion of the program. The examination may be repeated only once. A reading list for the examination and specifications for the project are available in the program office.

For further information, consult the graduate adviser.

## **LINGUISTICS COURSES**

Courses are designated as LING in the class schedule.

### **102 Languages of the World (3)**

The world's 7,000 languages, highlighting their structural variety, history and use. The preservation of endangered languages and the development of languages as a universal human cognitive capacity

### **106 Language and Linguistics (3)**

Nature of language, its origin and development; language in culture, the structure of language and its systems of writing and transcription, and its application to other areas of humanistic and scientific knowledge.

### **108 Linguistics and Minority Dialects (3)**

Sounds, meanings and vocabulary of African-American, Chicano and other English dialects and their historical origin. (Same as AFAM/CHIC 108)

### **206 Introduction to Language Structure and Language Use (3)**

(Same as ENGL 206)

### **301 Sanskrit (3)**

Introduction to the Devanagari script, as well as the phonology, morphology and syntax of the Sanskrit language. A reading knowledge of Sanskrit will be the main goal of the course. (Same as CPRL 301)

### **305 The English Language in America (3)**

(Same as ENGL 305)

### **307 Speech/Language Development (3)**

(Same as HCOM 307)

### **351 Introduction to Linguistic Phonetics and Phonology (3)**

Nature and structure of sound systems in language. Thorough investigation of the International Phonetic Alphabet as applied to many different languages, including English. Language Acquisition (L1) and Language Learning (L2); analytic methods and techniques.

### **360 Nonverbal Communication (3)**

Prerequisite: LING 106 or HCOM 100. Physical actions, gestures and changes in the physiognomy that occur together with language and paralinguistic in human communication; substitutions for language and modifications of it in varying cultures. (Same as HCOM 360)



**369 Language, Sex Roles, and the Brain (3)**

How gender socialization is reflected in the structure and use of language and whether gender differences in language are biologically based or a consequence of sex roles.

**406 Descriptive Linguistics (3)**

Sounds (phonology), forms and meanings (morphology), and syntax of languages. Examples and problem-solving in various languages. (Same as ANTH 406)

**408 Syntax (3)**

Prerequisite: LING 106, 406 or ENGL 303. Sentence structure in human language. Practice in syntactic analysis in a variety of languages.

**412 Sociolinguistics (3)**

Prerequisite: LING 406 or equivalent. Social dialects in relation to the surrounding communities. Social stratification, acculturation, language maintenance, standardization, language planning and language change.

**413 Child Language (3)**

Prerequisite: LING 406 or ENG 303. Child language acquisition from birth to adult proficiency; stages and variation in child language; comparison of first- and second-language acquisition; current theories of language acquisition.

**416 Anthropological Linguistics (3)**

(Same as ANTH 416)

**417 Psycholinguistics (3)**

(Same as PSYC 417)

**430 Historical Linguistics (3)**

Prerequisite: LING 406 or its equivalent. Comparative method in diachronic linguistic methodology and theory, graphemics, glottochronology, language families, dialect geography and internal reconstruction. Fulfills the course requirement of the university upper-division baccalaureate writing requirement for linguistics majors. One or more sections offered online.

**442 Changing Words: History, Semantics, and Translation (3)**

Prerequisite: LING 351 or 430. Etymology, related problems of lexicography and translation. Recent developments in theory of semantic change as related to cultural shifts. Emphasizes words, collocations, idioms. (Same as ENGL 442)

**492 Linguistic Fieldwork (3)**

Prerequisite: LING 351 or 406. Methodology and practice of linguistic analysis and language description as practiced in the field. Data collection and processing of a non-Indo-European linguistic structure using native informants. May be repeated for credit.

**499 Independent Study (1-3)**

Supervised projects with consent of program coordinator. Topic varies with the student. May be repeated for credit.

**501 Research Methods and Bibliography (3)**

Prerequisites: graduate standing and LING 406 or equivalent. Principal books, periodicals and collections in general linguistics, specific languages and related fields; techniques of preparing research papers and field reports in linguistics. Must be taken prior to LING 597.

**505 Phonological Analysis (3)**

Prerequisites: LING 351, 406. Phonological systems that occur in languages; emphasizes terminology used to describe changes in the system and processes affecting it; problem solving of selected language data.

**507 Grammatical Analysis (3)**

Prerequisite: LING 406. Word formation in a variety of languages with emphasis on the terminology used to describe morphological representation on various levels; problem solving of selected language data. (Same as ANTH 507)

**508 Theories of Syntax (3)**

Prerequisite: LING 408 or equivalent. Contemporary theories of grammar, such as transformational-generative, with emphasis on theoretical problems in the analysis of language structure.

**530 Graduate Seminar: Historical Linguistics (3)**

Prerequisite: LING 430 or equivalent. History of language, including principles and techniques for the historical study and classification of individual languages and language families, writing systems, lexicostatistical methods and linguistic geography.

**597 Project (3)**

Prerequisite: LING 501. Preparation and completion of an approved project.

**599 Independent Graduate Research (1-3)**

Prerequisites: graduate standing and consent of program coordinator. May be repeated for credit.



# Management

Mihaylo College of Business and Economics

## INTRODUCTION

Managers are needed in a wide variety of different types of organizations – business and non-business, large and small, foreign and domestic. In all of these organizations, managers need technical, human and conceptual skills to help achieve organizational goals.

Management courses are designed to teach the fundamental principles underlying organizations, to emphasize education that will improve students' thought processes, provide familiarity with the analytical tools of management and develop in the student, an ability to use the techniques involved in analyzing and evaluating managerial problems and making sound decisions.

Students may pursue a wide variety of academic and career interests through four different management emphases. These emphases include: (1) general management; (2) human resources management; (3) operations management; and (4) legal studies. The entrepreneurship and entertainment and tourism concentrations are also housed in the management department.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in business administration:

### Problem solving and critical thinking skills

- Effectively use quantitative/analytical, problem-solving and critical thinking skills in a business situation

### Interpersonal relations

- Motivate self and others to achieve group and organizational goals
- Diagnose and resolve conflict in group and organizational settings

### Ethical awareness

- Demonstrate an awareness of ethical issues and responsibilities

### Functional knowledge

- Understand and appreciate the principles and roles of each of the major business disciplines and the interrelationships of these disciplines within a strategic framework

### Multicultural awareness

- Appreciate diversity and understand how workforce and market diversity challenge, benefit and influence the activities of the organization

### Information technology skills

- Use information technology to support business analysis and operations

## DEPARTMENT CHAIR

Gus Monoochchri

## DEPARTMENT OFFICE/WEBSITE

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657-278-2251

[business.fullerton.edu/management](http://business.fullerton.edu/management)

## PROGRAMS OFFERED

Bachelor of Arts in Business

Administration

Concentrations:

Entertainment and Tourism

Entrepreneurship

Management

Master of Business Administration

Concentrations:

Entrepreneurship

Management

## FACULTY

Farouk Abdelwahed, Thomas Apke,  
John Barbuto, Gerard Beenen, Lorenzo  
Bizzi, Peng Chan, Jennifer Chandler,  
Paul Choi, Ellen Dumond, Harold  
Fraser, Adelina Gnantlet, Laurie  
Girsenhagen, Gamini Gunawardane,  
John Jackson, Thomas Johnson, Ellen  
Kim, Casey Kleindienst, Brian Kleiner,  
Kalin Kolev, David Leibsohn, Gus  
Manoochchri, Lori Muse, David  
Obstfeld, Richard Parry, Shaun Pichler,  
Goli Sadri, Charles Smith, Don Smith,  
Hamid Tavakolian, Atul Teckchandani

### **Global awareness**

- Understand the impact of the global economy and business environment

### **Economic and legal environment knowledge**

- Demonstrate knowledge about the economic and legal environments in which business operates

### **Communications skills**

- Demonstrate knowledge and skills to communicate effectively about business issues using written and oral communications

## **BACHELOR OF ARTS IN BUSINESS ADMINISTRATION**

See "Business Administration Degrees, Concentrations in Entrepreneurship, Entertainment and Tourism, and Management."

## **MASTER OF BUSINESS ADMINISTRATION**

See "Business Administration, MBA"

## **MANAGEMENT COURSES**

Courses are designated as MGMT in the class schedule.

### **246 Business and Its Legal Environment (3)**

Laws and regulations affecting the business environment and managerial decisions, including the legal system and methods of dispute resolution. Topics include torts, crimes, contracts, product liability, business organization, employment, antitrust, environmental protection; incorporates ethical considerations and international perspectives. Uses case studies.

### **335 Family Business Dynamics (3)**

Prerequisites: completion of lower-division business core. Unique issues faced by family-owned and operated businesses. Textbooks, lecture and outside real-world projects explore the business, personal and interpersonal issues associated with family-owned businesses.

### **339 Principles of Management and Operations (3)**

Corequisites: BUAD 301, ISDS 361A. Integrates selected general management concepts with operations management concepts and techniques. Emphasizes the development of competencies required for effective planning, designing, operating, controlling and improving processes that produce and deliver quality goods and services. One or more sections offered online.

### **340 Organizational Behavior (3)**

Prerequisite: General Education in Social Sciences. Corequisites: BUAD 301, ISDS 361A. Social and cultural environments of business. Business ethics. Communication, leadership, motivation, perception, personality development, group dynamics and group growth. Human behavior and organizational design and management practice in American and world wide business. One or more sections offered online.

### **343 Human Resource Management (3)**

Prerequisites: BUAD 301 and MGMT 340 or equivalent.

Human resource management functions in organizations. Topics include selection, recruiting, training, compensation and performance appraisal.

### **346 International Law for Business (3)**

Prerequisite: MGMT 246 or equivalent. International legal environment in which firms operate. Case studies in the areas of treaties and laws, EU, NAFTA, international contracts, regulation of imports, exports and competition, government policies, enforcement of property rights and issues involving ethical responsibilities.

### **348 Commercial Law (3)**

Prerequisite: MGMT 246 or equivalent. Philosophy, institutions and role of law and ethical considerations in commercial transactions. Case studies in sales, storage and shipment of goods, commercial paper, debtor and creditor rights and remedies, bankruptcy, secured transactions and suretyship.

### **349 Law for Small Business (3)**

Prerequisites: BUAD 301, MGMT 246. Philosophy, institutions and role of law and their practical applications in the areas of interest to the small-business person. Product liability, consumer rights, workers' compensation and other topics.

### **350 International Business and Management (3)**

Prerequisite: MGMT 339 or 340. Fundamental course in international business and international management. Overview of international business, and emphasizes a managerial approach that involves examining the various roles of managers in an international setting.

### **365 Entertainment Business (3)**

Prerequisites: MGMT 246, BUAD 301. Examines the management facets of businesses designed to divert and amuse consumers during their leisure time, collectively known as the entertainment industry. Business and economic aspects of the industry and its enterprises. Various professions within entertainment.

### **421 Operations and Systems Design (3)**

Prerequisite: MGMT 339. Key management methodologies for designing high-performing service and manufacturing organizations. Achieving competitiveness and profitability through excellent management of service and product design, process analysis and reengineering, capacity and facility planning, work systems and technology management.

### **422 Operations Planning and Control (3)**

Prerequisite: MGMT 339. Concepts and techniques to plan output, schedule product and employees, manage inventory and coordinate activities to better meet customer demand. Discusses use of ERP systems. Uses cases, research projects and/or computer software.

### **423 Purchasing and Supply Management (3)**

Prerequisite: MGMT 339. Operational and strategic role of purchasing/supply management in organizations. Develops skills and knowledge in supplier selection/evaluation, negotiation, cost/price analysis, contract management, global sourcing, commodity analysis, value analysis. Exercises, cases, guest speakers.

### **425 Quality Management and Improvement (3)**

Prerequisite: MGMT 339. Measurement and improvement of productivity and quality in organizations. Problem-solving and process management tools. Case analyses and research projects address issues of people and technology. How to improve your organization: manufacturing or service, department or company.

### **426 Global Operations (3)**

Prerequisite: MGMT 339. Managerial issues related to the “international division of labor” and the resulting operational challenges in the generation and exchange of goods and services across international borders. Issues discussed include outsourcing, benchmarking, facilities and partnerships.

### **427 Management of Technology and Innovation (3)**

Prerequisite: MGMT 339. Strategic and operational management of technology and innovation decisions, activities, interfaces, policies and programs in contemporary organizations. Discusses issues such as technology development/deployment, innovation dynamics and strategic/economic payoffs.

### **430 Integrated Supply Chain Management (3)**

Prerequisites: MGMT 339 (or equivalent), MKTG 351. Studies managing materials, capital and information flows throughout multiple organizations in a supply chain from acquisition of materials to delivery of finished goods and services to the final customers. Presentation and case studies on various issues in supply chain management.

### **432 Staffing (3)**

Prerequisite: MGMT 343 or equivalent. Theories and techniques related to employee staffing. Topics include planning, legal issues, job analysis, measurement, internal and external recruitment and selection, and decision-making.

### **433 Current Issues in Human Resource Management (3)**

Prerequisite: MGMT 343. Contemporary concepts and procedures in compensation and staffing. Current topics and controversial issues of critical importance to human resource management.

### **434 Compensation (3)**

Prerequisite: MGMT 343 or equivalent. Development of equitable compensation and benefit programs in order to retain a productive workforce. Topics include job analysis and evaluation, pay structures, salary survey, individual compensation, incentive systems and benefits.

### **435 Management of Service Organizations (3)**

Prerequisite: MGMT 339. Presents a highly focused set of concepts required for the successful management of service organizations. Subjects include service concepts, service delivery processes, strategic positioning, service personnel and technologies, global/regulatory issues, work and quality systems, and performance metrics.

### **436 Training and Development (3)**

Prerequisite: MGMT 343. Theoretical and practical issues involved in designing and implementing training and development programs in work organizations. Topics include planning and assessment, design and delivery of training initiatives to meet organizational needs and evaluation of training effectiveness.

### **440 Emerging Issues in Management (3)**

Prerequisites: MGMT 339, 340. For junior, senior and graduate students. Business and management in America. Interrelationships of technological, economic, political and social forces with the business enterprises and their ethical obligations to owners, employees, consumers and society at large. Open to nonbusiness majors.

### **441 Labor-Management Relations (3)**

Prerequisite: MGMT 340. Impact of labor-management relations upon labor, management and the public. Proper grievance procedure, collective bargaining and settlement of disputes.

### **442 Managerial Leadership (3)**

Prerequisite: MGMT 340. Theory and practice surrounding leadership using lectures, case studies and leader interviews. Trait, skills, styles, situational approaches to leadership; leader-member exchange, transformational leadership, team, women, culture ethics and leadership.

### **443 Team Leadership Skills (3)**

Prerequisites: MGMT 340 or equivalent. Managerial skills in group dynamics as they relate to team performance. Cultural diversity, including value differences and perception. Leadership: problem solving, idea generation, communications and conflict management. Organization change and designs that enhance team effectiveness.

### **444 Project Management (3)**

Prerequisite: MGMT 339. Principles and techniques of effective project management. Managerial, organizational and behavioral concepts, as well as effective tools, techniques and software for planning, communications, coordination and control of the project.

### **445 Employment Law (3)**

Prerequisite: MGMT 246. Corequisite: MGMT 343. Legal and ethical issues of the employment relationships and environment. Case studies in the areas of agency, independent contractors, responsibilities of managing offers, the hiring process, discrimination, wages, hours and benefits, termination, OSHA, workers compensation and other regulations affecting employment. International implications of employment.



#### **446 Entertainment Business Law (3)**

Prerequisite: MGMT 246. Legal/business issues of the entertainment industry. Topics include copyright, trademark, publicity and privacy rights, artistic credit, defamation, entertainment contracts, creator control, moral rights, entertainment guilds, business and legal representation of artists, performing rights societies and government regulation.

#### **447 Internet Legal Issues (3)**

Prerequisites: MGMT 246; junior, senior or graduate standing in Business Admin. Legal and ethical issues relating to the Internet and information technology. Case studies in the areas of intellectual property, e-commerce, online contracting, taxation, securities, privacy, obscenity, defamation, information security, network crimes and global issues.

#### **449 Seminar in Strategic Management (3)**

Prerequisites: BUAD 301; all other Mihaylo College of Business and Economics (MCBE) core courses. Integrative cases from top management viewpoint. Administrative processes, ethical-legal-economic implications of business decisions, international applications; organization theory and policy formulation. Individual and team efforts.

#### **455 Cross-Cultural Management (3)**

Prerequisite: MGMT 339 or 340. Develop a more comprehensive understanding of the ways in which culture affects management decisions. Not available for graduate degree credit.

#### **461 Entrepreneurial Management (3)**

Prerequisites: ACCT 201B, MGMT 339 for MCBE students; ACCT 201A, BUAD 301 for non-MCBE students. How to plan organize and control new ventures. Setting up business level strategy and corresponding systems to improve venture performance. Casework, research and fieldwork with selected local businesses. Not applicable for graduate degree credit.

#### **464 Entrepreneurial Leadership (3)**

Prerequisite: MGMT 340 for MCBE students. Leadership roles, organizational development and human resource management of new ventures. Setting up systems to improve venture performances that comply with related laws and regulations. Casework, research and fieldwork with selected local businesses. Not applicable for graduate degree credit.

#### **465A New Venture Creation and Funding (3)**

Prerequisites: MGMT 339, 340. Corequisite: ACCT 463, MGMT 461, 464 or MKTG 462. How to develop product and service concepts for new ventures, test the concepts, set business strategy, design operating systems and develop financial forecasts, while complying with related laws and regulations. Venture teams will prepare business plans and make funding presentations.

#### **465B New Venture Launch (3)**

Prerequisite: MGMT 465A. Venture teams will launch new ventures. New ventures may be start up businesses or new profit centers within existing businesses. Final report and oral presentation on venture results.

#### **470 Entertainment Operations (3)**

Prerequisites: MGMT 339, 365. Apply management theory in the area of entertainment that uses physical media for its delivery, including film, ancillary markets, broadcast television and music. Examines organizations and business operations in these fast paced, high profile industries.

#### **471 Tourism Management (3)**

Prerequisites: MGMT 339, 340, 365. Learn to manage in the fast paced segments of live entertainment, e.g., amusement/theme parks, concerts/plays/shows, gaming/wagering and special event management (conferences, conventions, etc.); Organizations, jobs and business operations in these complex, high profile industries.

#### **480 Global Strategic Management (3)**

Prerequisites: BUAD 301, completion of all other International Business core courses. Conceptualization, formulation and implementation of successful global business strategies. Other topics include managing cultural differences, strategic alliances and strategies for the Pacific Rim and Europe.

#### **495 Internship (1-3)**

Prerequisites: six units of upper-division management courses, including MGMT 339; concentration in management or international business; consent of department internship adviser; at least junior standing, 2.5 GPA and one semester in residence at the university. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

#### **499 Independent Study (1-3)**

Prerequisites: senior standing and approval by the department chair. Open to qualified students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

#### **510 Seminar in Corporate Social Responsibility and Managerial Ethics (3)**

Prerequisite: MCBE graduate standing. How to generate a competitive advantage through ethics-based business strategies, and how to enhance social responsibility in conducting business activities in finance, accounting, marketing, entrepreneurship, corporate governance, HR, and management and information technology.

#### **515 Management of Information in the Corporate Environment (3)**

Prerequisite: classified MCBE status. Review and application of management information systems in business. System planning, system design and analysis, use of files, decision support systems, expert systems and implementation of management information systems.

**516 Operations Management (3)**

Prerequisites: classified MCBE status. Pre- or corequisite: ISDS 513. Role of the operations management function in the modern manufacturing and service organization and its interaction with the other functions. Formulation of operations strategy consistent with organizational strategy, operations planning, organization, directing and control activities. Long term and short term decision areas in operations management and decision-making tools and techniques. Global, environmental and ethical issues.

**518 Legal and Ethical Environment of Business (3)**

Prerequisite: classified MCBE status. The legal system and case studies in areas of contracts, torts, products liability, employment, business organizations and trade regulation, with consideration of ethical theories and implications as they apply to business practices.

**520 International Legal Environment of Business (3)**

Prerequisite: classified MCBE status. International legal environment in which firms operate. Case studies in the areas of treaties and laws. World Trade Organization, EU, NAFTA, international contracts, dispute resolutions, regulation of imports, export and competition, government policies, enforcement of property rights and issues involving ethical responsibilities.

**524 Seminar in Organizational Behavior and Administration (3)**

Prerequisites: classified MCBE status, Management 516 and 518 or equivalent. Human behavior in organizations, studies in organizational theories and administrative action.

**525 Seminar in Team Leadership Skills (3)**

Prerequisite: MGMT 524 or equivalent (with instructor's consent). Graduate seminar and workshop to develop hands-on leadership skills to manage high-performance work teams. Topics include methods for self-awareness, making oral presentations, interviewing, stress management, supportive communication, problem solving, influencing and motivating others, managing conflict, empowering, delegating and team building.

**535 Production/Operations Management (3)**

Prerequisites: MGMT 516, ISDS 514. In-depth study of selected POM topics. Operations function role and its importance, identification of the problem areas and reviewing of the related concepts and techniques, including computer applications. Emphasizing the current POM topics of interest to top management.

**539 Supply Chain Management (3)**

Prerequisite: MGMT 516 or equivalent. Effective supply chain strategies emphasizing how to plan and integrate supply chain components into a coordinated system. Concepts and models important in supply chain planning. Risk pooling and inventory placement, integrated planning and collaboration, and information sharing. Various models and methods for supply chain analysis and optimization.

**540 New Venture Leadership and Management (3)**

Prerequisite: MGMT 516. Coverage of leadership roles, organizational development and human resource management, planning and control issues for new ventures. Setting up operations, and engaging human resources, to better serve customers and improve venture performance. Casework, research and fieldwork with selected local businesses.

**542 Labor and Employment Relations Seminar (3)**

Prerequisites: classified MCBE status, MGMT 516, 518. Exploration and review of traditional labor relations, as well as the developing issues in employment relations involving non-union employees, with a special focus on the various ways of resolving both labor and employment disputes. Collective bargaining, bargaining by objectives, dispute resolution methods in both interest and rights disputes: arbitration, mediation and fact-finding of both traditional labor disputes involving salaried and professional employees.

**543 Seminar in Human Resource Management (3)**

Prerequisites: classified MCBE status, MGMT 516, 518. Cases, problems and significant personnel administration literature in personnel administration and human relations.

**547 Comparative Management (3)**

Management practices and processes in five geographical areas; market-structures and management characteristics different from those in the United States. Constraints that vary between countries because of cultural, legal, economic and/or political differences.

**570 Commercialization of Technology (3)**

Prerequisite: graduate standing. Management and commercialization of technology-based innovations. Issues related to new product development, formulating strategies, acquiring resources, setting up and managing operations, and creating technology-focused businesses. Assignments and project focus on learning how to manage and commercialize technology.

**582 Organizational Development and Change (3)**

(Same as POSC 582)

**585 Negotiations (3)**

Prerequisite: MGMT 524. Builds on knowledge of individual behavior and social perception with a key focus on integrative bargaining strategies and tactics. Aims to help argue for goals more persuasively, while also enriching others' goals.

**599 Independent Graduate Research (1-3)**

Prerequisites: classified MCBE status, consent of instructor, consent of the department chair and associate dean. May be repeated for credit. Not open to students on academic probation.



Mihaylo College of Business and Economics

#### DEPARTMENT CHAIR

Irene Lange

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#### PROGRAMS OFFERED

Bachelor of Arts in Business  
Administration  
Concentrations in Marketing and  
Marketing and Information  
Systems  
Master of Business Administration  
Concentration in Marketing

#### FACULTY

Christopher Anicich, Catherine  
Atwong, Ray Benedictus, S. Allen  
Broyles, Susan Cadwallader, Steven  
Chen, Howard Forman, Neil Granitz,  
Katrin Harich, Yuna Kim, Chiranjeev  
Kohli, Matthew Lancellotti, Irene  
Lange, Aubrey LeBard, Sunil Thomas

### INTRODUCTION

Marketing is a basic business function covering a wide range of activities. It includes studying markets, planning products, pricing them, promoting them, selling them and then delivering these products to customers. People in wholesaling, retailing, advertising agencies, research firms and transportation companies are all working in the marketing area. Any firm that is reviewing its product policies needs marketers to identify the market, choose the products, find where they can be sold and decide on a price for them.

### LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in business administration:

#### Problem solving and critical thinking skills

- Effectively use quantitative/analytical, problem-solving and critical thinking skills in a business situation

#### Interpersonal relations

- Motivate self and others to achieve group and organizational goals
- Diagnose and resolve conflict in group and organizational settings

#### Ethical awareness

- Demonstrate an awareness of ethical issues and responsibilities

#### Functional knowledge

- Understand and appreciate the principles and roles of each of the major business disciplines and the interrelationships of these disciplines within a strategic framework

#### Multicultural awareness

- Appreciate diversity and understand how workforce and market diversity challenge, benefit and influence the activities of the organization

#### Information technology skills

- Use information technology to support business analysis and operations

#### Global awareness

- Understand the impact of the global economy and business environment

#### Economic and legal environment knowledge

- Demonstrate knowledge about the economic and legal environments in which business operates

## **Communications skills**

- Demonstrate knowledge and skills to communicate effectively about business issues using written and oral communications

## **BACHELOR OF ARTS IN BUSINESS ADMINISTRATION**

See “Business Administration, Marketing and Marketing and Information Systems Concentrations.”

## **MASTER OF BUSINESS ADMINISTRATION DEGREE**

See “Business Administration, Marketing Concentration.”

## **MARKETING COURSES**

Courses are designated as MKTG in the class schedule.

### **351 Principles of Marketing (3)**

Prerequisite: ECON 202. Corequisites: BUAD 301, ISDS 361A. Application of current theories and concepts in effectively marketing goods and services to define target customers from a domestic and global perspective. Includes market research, identifying target customers, developing product offers, branding, pricing, marketing communications and distribution channels. Marketing is critically examined from the perspective of the consumer, economy, technology, legal/political issues and ethical/social responsibility.

### **353 Marketing Information Technology (3)**

Prerequisites: BUAD 301, ISDS 361A, MKTG 351. Information sources, databases and tools applied by marketers to transform data into useful formats for the strategic decision-making process. Includes segmentation, target marketing and positioning, media selection, market share, break-even analysis, pricing, sales forecasting and profit scenario analysis. Extensive use of Excel spreadsheets, the Internet and other technology resources. One or more sections offered online.

### **370 Consumer Behavior (3)**

Prerequisite: BUAD 301. Corequisite: MKTG 351. Consumer buying patterns, motivation and search behavior. The consumer decision-making process. Inter-disciplinary concepts from economics, sociology, psychology, cultural anthropology and mass communications. Case analyses and research projects.

### **379 Marketing Research Methods (3)**

Prerequisites: BUAD 301, MKTG 351, ISDS 361A. Marketing research process. Problem formulation, identifying data sources, data collection, analysis techniques, preparing research reports and application of these concepts to marketing research projects. One or more sections offered online.

### **401 Professional Selling (3)**

Prerequisite: MKTG 351. Steps of the sales cycle as an interpersonal influence process. Selling skills and techniques based on communication and buyer behavior concepts. Written sales projects and oral presentations are expected.

### **405 Advertising and Promotions Strategy (3)**

Prerequisite: MKTG 351. How to develop and implement advertising, sales promotion, public relations, direct marketing, sponsorship marketing and personal selling strategies that convey a single voice to a firm's customers' attention with effective and efficient communications program; how to develop and use analytical and creative skills that successfully communicate a firm's messages in both domestic and international markets.

### **415 Managing the Sales Force (3)**

Prerequisite: MKTG 351. Sales manager's role in organizing and deploying a field sales force, developing effective sales training programs, designing complete motivation and compensation plans, asserting strong leadership and evaluating sales people's performance. Relies heavily on case studies and group discussion.

### **425 Retail and Marketing Channel Strategies (3)**

Prerequisite: MKTG 351. Evolution of retailing into a global, high technology industry; developing integrated marketing and financial strategies. Strategically positioning the retail offer to establish and maintain relationship with target customers. Evolving market conditions, buying behavior, retail venues, channel relationships, information, communication and decision support systems and merchandise management.

### **430 Sports Marketing (3)**

Prerequisite: MKTG 351. Develops understanding of Sports Marketing, its role in business and society. Develops understanding of different functional areas. Develops ability to apply theories and knowledge to solve problems faced by Sports Marketers.

### **443 Marketing Analytics Decision-Making in the Information Age (3)**

Prerequisites: ISDS 361A, MKTG 351. Applying analysis and modeling techniques to a broad range of marketing decision-making domains.

### **445 Global Marketing (3)**

Prerequisite: MKTG 351. Theories of international trade and role of marketing decisions across national boundaries and markets. Concepts and principles of marketing strategies in organizations from recognition of environmental differences, market assessments, entry alternatives, positions of global interdependence, marketing problems and critical implications. Integrative cases, individual and team efforts emphasized.

### **455 Strategic Internet Marketing (3)**

Prerequisite: MKTG 351. Marketing of goods, services and ideas on the Internet. Integrating e-commerce into a total marketing strategy for businesses ranging from entrepreneurial to multinational corporations. History and emergence of e-commerce, utility of the Internet as a tool to increase effectiveness, efficacy and competitiveness. Designing effective Web pages.



**462 Marketing for Entrepreneurs (3)**

Prerequisites: ACCT 201B, MKTG 351. Coverage of market analysis for new products and services, competitive analysis, alternatives for entering markets, associated costs and launch feasibility. Casework, research and fieldwork with selected local businesses.

**465 Managing Services Marketing (3)**

Prerequisite: MKTG 351. Unique marketing needs and challenges faced by service firms in an increasingly challenging global environment. Specific strategies for marketing services in a variety of industries including entertainment, tourism, hospitality, health care and financial services. Also includes strategies used by manufacturing firms using service as a competitive strategy.

**475 Export/Import Marketing Strategies (3)**

Prerequisite: MKTG 351. Export and import strategies, including international logistics. In-depth knowledge of the export and import process for both large companies and small international businesses. Logistics planning and choosing the best incoterms, the export process and the evaluation of alternative export strategies. Understanding import process including outsourcing and other government regulatory requirements and documentation.

**489 Developing Marketing Strategies (3)**

Prerequisites: MKTG 351, 353, 370, 379 and senior standing. Development of marketing strategies involving products as well as services. Relies heavily on the case analysis and group interaction. Students will finalize and present portfolio of projects and internships completed over the duration of marketing program.

**495 Internship (3)**

Prerequisites: six units of upper-division marketing courses, including MKTG 351; concentration in marketing or in international business; consent of department chair; at least junior standing; 2.5 GPA and one semester in residence at Cal State Fullerton. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

**499 Independent Study (1-3)**

Prerequisites: senior standing and approval by the department chair. Open to undergraduate students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

**519 Marketing Management (3)**

Prerequisites: classified graduate standing and classified MCBE status. Key marketing concepts and their applications to marketing research, segmentation, selecting target markets, product development, pricing, promotion and distribution. Develops senior-level executive decision-making skills from global, ethical and socially responsible perspectives. Requires understanding and application in a major project.

**535 Marketing New Ventures (3)**

Prerequisite: MKTG 519. Coverage of market analysis for new products and service, competitive analysis, alternatives for entering markets, associated costs and launch feasibility. Casework, research and fieldwork with selected local businesses.

**545 Nonprofit and Societal Marketing (3)**

Prerequisite: MKTG 519. Applying marketing techniques to social change and nonprofit organizational contexts. Applying marketing resources and tools to address the challenges inherent in such organizations. (Same as GERO 545)

**565 Strategic Market Intelligence (3)**

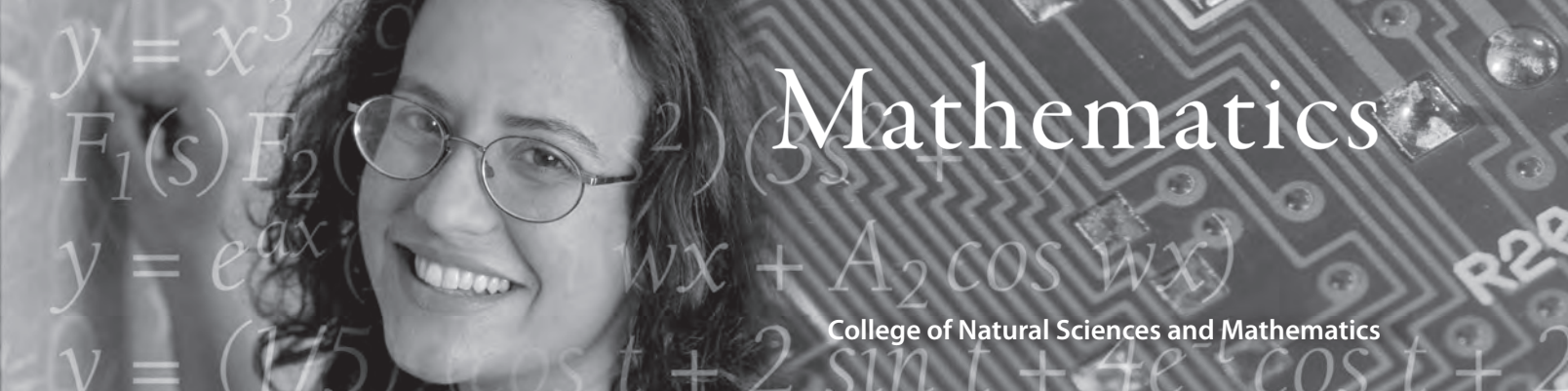
Prerequisites: MKTG 519, ISDS 361A or ISDS 513. Qualitative and quantitative methods for collecting and analyzing information about customers and competitors. Applying these techniques and how marketing information can be leveraged to make better strategic decisions.

**596T Contemporary Topics in Marketing (3)**

Prerequisites: MKTG 519 and classified graduate standing. Framework for customer-focused management; how to increase quality and calculate customer lifetime value and profitability. May be repeated three times for credit.

**599 Independent Graduate Research (1-3)**

Prerequisites: classified graduate standing, consent of instructor and approval by the Department Chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.



# Mathematics

College of Natural Sciences and Mathematics

## INTRODUCTION

The Department of Mathematics offers a standard undergraduate major program in mathematics with concentrations in pure mathematics, applied mathematics, probability and statistics and teaching mathematics. Courses are provided to satisfy the needs of:

- Students planning graduate study in mathematics or related disciplines
- Students planning to use mathematics in a career in business, industry or government
- Students planning to teach at the elementary or secondary level
- Students majoring in a discipline using mathematics as an analytic or descriptive tool

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Mathematics:

### Broad Concepts

- All majors should achieve mastery of basic mathematical ideas and techniques ranging across the following fields: single and multivariate calculus, algebra, analysis, probability/statistics, differential equations and mathematical modeling
- All majors should achieve an understanding of the nature of proof

### Specific Skills

- Demonstrate the ability to think analytically and critically and to formulate problems, solve them and interpret their solutions
- Demonstrate the ability to use technological tools, e.g., algebraic and visualization software, statistical packages, a high-level programming language
- Demonstrate the ability to apply knowledge from one branch of mathematics to another and from mathematics to other disciplines
- Demonstrate the ability to communicate mathematics both orally and in writing

### Mastery of Information Competence Skills

- Determine the nature and extent of information needed
- Access information through both print and electronic data systems
- Analyze and evaluate the credibility and completeness of information sources
- Select, integrate and synthesize information to accomplish a purpose
- Acknowledge copyrighted material and intellectual property
- Communicate the product effectively to others

## DEPARTMENT CHAIR

Stephen W. Goode

## DEPARTMENT OFFICE/WEBSITE

McCarthy Hall 154  
657-278-3631  
math.fullerton.edu

## PROGRAMS OFFERED

Bachelor of Arts in Mathematics  
Pure Mathematics Concentration  
Applied Mathematics Concentration  
Probability and Statistics Concentration  
Teaching Mathematics Concentration  
Minor in Mathematics  
Minor in Mathematics for Teacher Education  
Master of Arts in Mathematics  
Teaching Option  
Applied Mathematics Option  
Special Topics Program  
Subject Matter Preparation Program  
for the Single Subject Credential

## FACULTY

Alfonso Agnew, Scott Annin, George Arthur, Sam Behseta, Martin Bonsangue, Alain Bourget, Gulhan Bourget, Todd CadwalladerOlsker, Cherlyn Converse, Paul De Land, Harriet Edwards, William Gearhart, Adam Glesser, Stephen Goode, Kamal Hamidieh, Zair Ibragimov, Cherie Ichinose, Mortaza Jamshidian, Margaret Kidd, Patrick Kimani, Vuryl Klassen, Charles H. Lee, Kathy Lewis, Christopher Lyons, Armando Martinez-Cruz, Tyler McMillen, A. Loc Nguyen, Kevin Nichols, David Pagni, John Pierce, Angel Pineda, Maijian Qian, Nashat Saweris, Ernie Solheid, Bogdan Suceava, Sean Yee, Hassan Yousefi

## **BACHELOR OF ARTS IN MATHEMATICS (120 UNITS)**

The Bachelor of Arts in Mathematics requires 61-65 units in the major, plus 51 units of General Education and 4-6 units of electives. Each course required for the major must be completed with a "C" (2.0) or better, and may not be taken on a Credit/No Credit basis.

### **Core Requirements (25 units)**

MATH 150A,B Calculus I,II (8)

MATH 250A Calculus III (4)

MATH 250B Introduction to Linear Algebra and  
Differential Equations (4)

MATH 280 Strategies of Proof (3)

MATH 307 Linear Algebra (3)

MATH 350 Advanced Calculus I (3)

### **Additional Requirements (21-23 units)**

Complete one of the following concentrations:

#### ***Pure Mathematics Concentration (21 units)***

MATH 302 Modern Algebra (3)

MATH 414 Topology (3)

MATH 450 Advanced Calculus II (3)

Plus four of the following – MATH 407, 412, 425, 430, 471

#### ***Applied Mathematics Concentration (21 units)***

Select one of the following tracks:

##### ***Modeling and Computational Applied Mathematics Track***

MATH 306 Vector and Tensor Analysis (3)

MATH 310 Ordinary Differential Equations (3)

MATH 335 Mathematical Probability (3)

MATH 340 Numerical Analysis (3)

MATH 370 Mathematical Model Building (3)

Plus two of the following – MATH 406, 440, 470

##### ***Classical Applied Mathematics Track***

MATH 302 Modern Algebra (3)

MATH 306 Vector and Tensor Analysis (3)

MATH 310 Ordinary Differential Equations (3)

MATH 406 Introduction to Partial Differential Equations (3)

MATH 425 Differential Geometry (3)

Plus two of the following – MATH 412, 414, 450

##### ***Probability and Statistics Concentration (23 units)***

MATH 335 Mathematical Probability (3)

MATH 338 Statistics Applied to Natural Sciences (4)

MATH 435 Mathematical Statistics (3)

MATH 436 Advanced Applied Statistics (4)

MATH 438 Introduction to Stochastic Processes (3)

MATH 439 Intermediate Data Analysis (3)

Plus one of the following – MATH 340, 370, 390

##### ***Teaching Mathematics Concentration (21-22 units)***

MATH 302 Modern Algebra (3)

MATH 335 Mathematical Probability (3)

MATH 370 Mathematical Model Building (3)

OR MATH 338 Statistics Applied to Natural Sciences (4)

OR MATH 375 Discrete Dynamical Systems and Chaos (3)

MATH 401 Algebra and Probability for the Secondary Teacher (3)

MATH 402 Logic and Geometry for the Secondary Teacher (3)

Plus two of the following – MATH 407, 414, 417, 430, 471

### **Cognates (9-11 units)**

Each student is required to complete one of the following cognates:

#### ***Actuarial Cognate (9 units)***

FIN 320 Business Finance (3) AND

*Two of the following:*

FIN 321 Theory of Corporate Finance (3)

FIN 340 Introduction to Investments (3)

FIN 360 Principles of Insurance (3)

OR

*Both of the following:*

ISDS 361B Quantitative Business Analysis: Statistics and  
Management Science (3)

ISDS 440 Integrative Decision Tools for Business Operations (3)

#### ***Computer Science Cognate (10 units)***

CPSC 131 Data Structures Concepts (3)

Any one of the CPSC 223 courses (3)

CPSC 240 Computer Organization and Assembly Language (3)

OR CPSC 332 File Structures and Database Systems (3)

CPSC 253U Workshop in UNIX (1)

#### ***Economics Cognate (9 units)***

ECON 201 Principles of Microeconomics (3)

ECON 202 Principles of Macroeconomics (3)

*One of the following:*

ECON 310, 320, 440, 441

#### ***Information Systems and Decision Sciences Cognate (9 units)***

*Three from the following:*

ISDS 422, 465, 467, 472, 474, 475, 490

#### ***Physics Cognate (11 units)***

PHYS 225 Fundamental Physics: Mechanics (3)

PHYS 225L Fundamental Physics: Laboratory (1)

PHYS 226 Fundamental Physics: Electricity and Magnetism (3)

PHYS 226L Fundamental Physics: Laboratory (1)

PHYS 227 Fundamental Physics: Waves, Optics and Modern Physics (3)

***Chemistry Cognate (10 units)***

CHEM 120A General Chemistry (5)

CHEM 120B General Chemistry (5)

***Civil Engineering Cognate (9 units)***

EGCE 201 Statics (3)

EGCE 301 Mechanics of Materials (3)

*One of the following:*

EGCE 302, 325

***Mathematics Cognate (9 units)***

Three upper-division courses in Mathematics from one of the four concentrations of the Mathematics major other than the student's own concentration.

***Research Cognate (9 units)***

MATH 491 Research Seminar (1)

MATH 497 Undergraduate Research (3,3)

MATH 498 Senior Thesis (2)

**Computer Programming Requirement (3 units)**

MATH 320 Introduction to Mathematical Computation

OR CPSC 120 Introduction to Programming

OR CPSC 121 Programming Concepts

**Writing Requirement**

MATH 380 will satisfy the university's upper-division writing requirement for mathematics majors.

**INTERNSHIPS IN MATHEMATICS**

Students should contact the Mathematics Department internship coordinator, MH-154.

**MINOR IN MATHEMATICS (25 UNITS)**

The mathematics minor must include MATH 150A,B, 250A,B and at least nine units of upper-division mathematics. MATH 303A,B, 380, 401, 402, 403A,B, 495, 496 or 499 may not be used to fulfill the requirements for the minor in mathematics. All courses must be completed with a "C" (2.0) or better.

**MINOR IN MATHEMATICS FOR TEACHER EDUCATION (20-22 UNITS)**

- For elementary education, the minor consists of 20 units of coursework offered by the Department of Mathematics. The courses must include MATH 150B or 338 and MATH 303A,B. All courses must be completed with a "C" (2.0) or better.
- For secondary education, the minor consists of 22 units of coursework offered by the Department of Mathematics. The courses must include MATH 250B and six units of upper-division courses in mathematics. All courses must be completed with a "C" (2.0) or better.

**SINGLE SUBJECT TEACHING REQUIREMENT IN MATHEMATICS**

The Department of Mathematics offers coursework meeting the requirements for the California Single Subject Credential in mathematics.

**MASTER OF ARTS IN MATHEMATICS (30 UNITS)**

The M.A. in Mathematics provides advanced study for students with one or more of the following interests: a Ph.D. program in mathematics or mathematics education, teaching in high school or community college, or using mathematical analysis in government, business or industry. The M.A. program includes a Teaching Option, Applied Mathematics Option and Special Topics Option.

**Admission Requirements**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants are admitted in conditionally classified standing with a grade-point average of 3.0 or better as undergraduate mathematics majors in all upper-division mathematics courses, or a combination of previous coursework and work experience approved as equivalent by the graduate committee of the Mathematics Department.

**Classified Standing**

A student's status is changed to classified standing when the following requirements have been met:

- Completion of all prerequisites and/or deficiencies, including the University Writing Requirement
- Development of a study plan approved by the Mathematics Department and Academic Programs. The study plan should be developed prior to the completion of nine units

**Teaching Option (30 units)**

Designed for mathematics teachers, this option requires that at least 16 units must be 500-level mathematics courses. The following coursework must be included:

MATH 581 Studies in Geometry (3)

MATH 582 Studies in Algebra (3)

MATH 584 Studies in Analysis (3)

MATH 586 Studies in Discrete Mathematics (3)

MATH 587 Studies in Mathematical Problem Solving (3)

MATH 599 Independent Graduate Research (3-6)

Each student will be required to take adviser-approved mathematics electives to meet the 30-unit requirement, and pass a set of four comprehensive exams. Comprehensive exams may be taken no more than twice.



### **Applied Mathematics Option (30 units)**

MATH 489A,B Applicable Analysis and Linear Algebra (3,3)  
MATH 501A,B Numerical Analysis and Computation I and II (3,3)  
MATH 502A,B Probability and Statistics I and II (3,3)  
MATH 503A,B Mathematical Modeling I and II (3,3)  
MATH 597 Project (6)

### **Special Topics Option (30 units)**

The Special Topics option requires a study plan approved by the graduate committee of the Mathematics Department. At least 16 units must be 500-level mathematics courses. Some of the 500-level courses may be accompanied by one unit of MATH 599 Independent Graduate Research. Students will also be required to pass a set of comprehensive exams or complete a six-unit project.

## **MATHEMATICS COURSES**

Courses are designated as MATH in the class schedule.

### **030A Intermediate Algebra-ILE (3)**

Prerequisite: A score of 30 or below on the ELM exam. For students who have taken but not passed the ELM exam. Equations and inequalities, algebraic expressions, functions, including polynomial functions. Degree credit is not awarded for these courses. Successful completion of MATH 30A and 30B satisfies the ELM requirement.

### **030B Intermediate Algebra-ILE (3)**

Prerequisite: MATH 30A. For students who have taken but not passed the ELM exam. Continuation of MATH 30A. Factoring, rational expressions and equations, exponents, radicals, quadratic functions and their graphs, logarithmic functions.

### **040 Intermediate Algebra (3)**

Prerequisite: a score of 32-48 on the ELM exam. An intermediate algebra course designed specifically for students who have taken but not passed the ELM exam. Linear equations and inequalities, polynomial, rational and radical expressions, quadratic functions, exponential and logarithmic functions and sequences and series. Degree credit is not awarded for this course. Successful completion satisfies the ELM requirement.

### **045 Intermediate Algebra Minicourse (1)**

Prerequisite: a score of 36-48 on the ELM exam. An intermediate algebra course designed specifically for students who have taken but not passed the ELM exam. Linear equations, polynomials, rational expressions, radical expressions, quadratic formulas, exponential functions and logarithmic functions. Degree credit is not awarded for this course. Successful completion satisfies the ELM requirement. Offered online only.

### **110 Mathematics for Liberal Arts Students (3)**

Prerequisites: passing score on the ELM exam or exemption, and three years of high school mathematics, including two years of algebra and one year of geometry. Survey of traditional and contemporary topics in mathematics, such as elementary logic, counting techniques, probability, statistics and the mathematics of the social sciences. For non-science majors.

### **115 College Algebra (4)**

Prerequisites: passing score on the ELM exam or exemption, and three years of high school mathematics, including two years of algebra and one year of geometry. For students planning to take MATH 130 or 135. Equations, inequalities and systems of equations. Properties of functions and their graphs, including polynomial functions, rational functions, exponential and logarithmic functions, with applications. Sequences and series. If a student takes MATH 115 and 125 and receives a "C" (2.0) or better in both courses, the second course receives credit. If the student receives a "C" (2.0) or better in one of the courses, credit is given for that course.

### **115W College Algebra Workshop (1)**

Corequisite: MATH 115. Supplementary problem-solving workshop in a collegial setting.

### **120 Introduction to Probability and Statistics (3)**

Prerequisites: passing score on the ELM exam or exemption, and three years of high school mathematics, including two years of algebra and one year of geometry. Set algebra, finite probability models, sampling, binomial trials, conditional probability and expectation. Recommended for students of economics, business, and biological, geological and social sciences.

### **125 Precalculus (5)**

Prerequisites: passing score on the ELM exam or exemption, and three years of high school mathematics, including two years of algebra and one year of geometry. For students planning to take MATH 150A. Functions and their use in mathematical models, including linear functions, polynomial and rational functions, exponential and logarithmic functions and trigonometric functions. If a student takes MATH 115 and 125 and receives a "C" (2.0) or better in both courses, the second course receives credit. If the student receives a "C" (2.0) or better in one of the courses, credit is given for that course.

### **125W Precalculus Workshop (1)**

Corequisites: MATH 125 and consent of instructor. Supplementary problem-solving workshop in a collegial setting.

### **130 A Short Course in Calculus (4)**

Prerequisites: three years of high school mathematics, including two years of algebra and one year of geometry; a passing score on the ELM exam or exemption; and a passing score on the MQE or exemption. MATH 115 or MATH 125 (with a “C” (2.0) or better) is an MQE exemption. Survey of differential and integral calculus and applications. For students of biological and social sciences, business and economics. If a student takes MATH 130 and 135 and receives a “C” (2.0) or better in both courses, the second course receives credit. If the student receives a “C” (2.0) or better in one of the courses, credit is given for that course.

### **130W A Short Course in Calculus Workshop (1)**

Corequisite: MATH 130. Supplementary problem-solving workshop in a collegial setting.

### **135 Business Calculus (3)**

Prerequisites: three years of high school mathematics, including two years of algebra and one year of geometry; a passing score on the ELM exam or exemption; and a passing score on the MQE or exemption. MATH 115 or MATH 125 (with a “C” (2.0) or better) is an MQE exemption. Survey of differential and integral calculus with applications, including derivatives, integrals and max-min problems. For students of business and economics. If a student takes MATH 130 and 135 and receives a “C” (2.0) or better in both courses, the second course receives credit. If the student receives a “C” (2.0) or better in one of the courses, credit is given for that course. One or more sections offered online.

### **135W Business Calculus Workshop (1)**

Corequisite: MATH 135. Supplementary problem-solving workshop in a collegial setting.

### **150A Calculus I (4)**

Prerequisites: four years of high school mathematics, including geometry, two years of algebra and trigonometry; passing score on the ELM exam or exemption; passing score on the MQE or exemption. MATH 125 with a “C” (2.0) or better is an MQE exemption. Properties of functions. The limit, derivative and definite integral concepts; applications of the derivative, and applications of integration. Six units of credit are given for both MATH 150A and MATH 130 or for both MATH 150A and MATH 135.

### **150B Calculus II (4)**

Prerequisite: MATH 150A or equivalent. Techniques of integration, improper integrals and applications of integration. Introduction to differential equations. Parametric equations; sequences and series.

### **151A Calculus I Workshop (1)**

Corequisites: MATH 150A and consent of instructor. Supplementary problem-solving in a collegial setting.

### **151B Calculus II Workshop (1)**

Corequisites: MATH 150B and consent of instructor. Supplementary problem-solving in a collegial setting.

### **196 Student-to-Student Tutorials (1-3)**

Consult “Student-to-Student Tutorials” in this catalog for more complete course description. May be taken Credit/No Credit only.

### **250A Calculus III (4)**

Prerequisites: MATH 150A,B or equivalent. Calculus of functions of several variables. Partial derivatives and multiple integrals with applications. Parametric curves, vector-valued functions, vector fields, line integrals, Green’s Theorem, Stokes’ Theorem, Divergence Theorem, geometry of 3-space and vectors.

### **250B Introduction to Linear Algebra and Differential Equations (4)**

Prerequisite: MATH 250A. Introduction to the solutions of ordinary differential equations and their relationship to linear algebra. Topics include matrix algebra, systems of linear equations, vector spaces, linear independence, linear transformations and eigenvalues.

### **270A Mathematical Structures I (3)**

Prerequisites: four years of high school mathematics. First of two semesters of fundamental discrete mathematical concepts and techniques needed in computer-related disciplines. Logic, truth tables, elementary set theory, proof techniques, combinatorics and Boolean algebra.

### **270B Mathematical Structures II (3)**

Prerequisite: MATH 270A. Second of two semesters of fundamental discrete mathematical concepts and techniques needed in computer-related disciplines. Graph theory, algebraic structures and linear algebra.

### **280 Strategies of Proof (3)**

Prerequisite: MATH 150B. Logic, set theory and methods for constructing proofs of mathematical statements. A bridge to the rigors of upper-division mathematics courses containing significant abstract content.

### **302 Modern Algebra (3)**

Prerequisites: MATH 250B, 280. Integers, rational numbers, real and complex numbers, polynomial domains, introduction to groups, rings, integral domains and fields.

### **303A Fundamental Concepts of Elementary Mathematics (3)**

Prerequisite: completion of General Education (G.E.) Category B.4. Structure and form of the mathematics that constitutes the core of the K-8 mathematics curriculum, including number sense, number theory and problem solving.

**303B Fundamental Concepts of Elementary Mathematics (3)**

Prerequisites: completion of G.E. Category B.4 and a "C" (2.0) or better in MATH 303A. Structure and form of the mathematics that constitutes the core of the K-8 mathematics curriculum, including the real number system, geometry, probability and statistics, and problem solving.

**306 Vector and Tensor Analysis (3)**

Prerequisite: MATH 250B. Vector analysis, including coordinate bases, gradient, divergence and curl, Green's, Gauss' and Stokes' theorems. Tensor analysis, including the metric tensor, Christoffel symbols and Riemann curvature tensor. Applications will be drawn from differential geometry, continuum mechanics, electromagnetism, general relativity theory.

**307 Linear Algebra (3)**

Prerequisite: MATH 250B, 280. Theoretical aspects of abstract vector spaces. Linear transformations: isomorphisms, matrix representations, change of coordinates, eigenvalues and eigenvectors, diagonalizability, Jordan canonical form. Theoretical aspects of inner product spaces.

**310 Ordinary Differential Equations (3)**

Prerequisite: MATH 250B. Theory and methods of solutions for ordinary differential equations, including Laplace transform methods and power series methods. Oscillation theory for second-order linear differential equations and/or theory for systems of linear and nonlinear differential equations.

**320 Introduction to Mathematical Computation (3)**

Corequisite: MATH 250B. Introduction to problem-solving on the computer using modern interactive software. Numerical and symbolic computation. Variety of problems arising in mathematics, science and engineering. Also serves as preparation for subsequent computer-based courses in mathematical modeling.

**335 Mathematical Probability (3)**

Prerequisite: MATH 250A. Probability theory; discrete, continuous and multivariate probability distributions, independence, conditional probability distribution, expectation, moment generating functions, functions of random variables and the central limit theorem.

**337 Introduction to Experimental Design and Statistics in the Laboratory Sciences (3)**

Prerequisites: passing score on the ELM exam or exemption; completion of one of the following: BIOL 241, 261; CHEM 120; or PHYS 211, 225. Graphical and numerical descriptive statistics; experimental design, randomization, replication, block designs, stratified samples, controlled experiments versus observational studies. Fundamental inference for proportions, means, variances. Analysis of variance, regression. Computer analysis of data from the laboratory sciences, e.g., biology, chemistry, geology.

**338 Statistics Applied to Natural Sciences (4)**

Prerequisite: MATH 130 or 150B or consent of instructor. Introduction to the theory and application of statistics. Elementary probability, estimation, hypothesis testing, regression, analysis of variance, non-parametric tests. Computer-aided analysis of real data. Graphical techniques, generating and interpreting statistical output, presentation of analysis (3 hours lecture, 2 hours activity).

**340 Numerical Analysis (3)**

Prerequisites: MATH 250B, and MATH 320, CPSC 120, 121 or equivalent. Approximate numerical solutions of systems of linear and nonlinear equations, interpolation theory, numerical differentiation and integration, numerical solution of ordinary differential equations. Computer coding of numerical methods.

**350 Advanced Calculus I (3)**

Prerequisites: MATH 250B, 280. Development of the theoretical foundations of calculus with an emphasis on mathematical rigor and formal proof. Algebraic and topological properties of the real numbers; limits of sequences and functions; continuity, differentiation and integration of functions of one variable; infinite series.

**368 First Course in Symbolic Logic (3)**

(Same as PHIL 368)

**370 Mathematical Model Building (3)**

Prerequisites: MATH 250B or consent of instructor, and MATH 320, CPSC 120, 121 or equivalent. Introduction to mathematical models in science and engineering; dimensional analysis, discrete and continuous dynamical systems, flow and diffusion models.

**375 Discrete Dynamical Systems and Chaos (3)**

Prerequisite: MATH 250B or consent of instructor. Analysis of the evolution of linear and nonlinear deterministic discrete systems with emphasis on long range behavior, stability and instability of stationary states and periodic orbits, chaotic orbits, strange attractors, fractional dimension and Lyapunov exponents; examples from current research literature.

**380 History of Mathematics (3)**

Prerequisite: MATH 250B. History of mathematics through its methods and concepts. Helps students become proficient in writing and reading mathematical literature. Satisfies the upper-division writing requirement for mathematics majors.

**390 Introduction to Actuarial Science (3)**

Prerequisite: MATH 150B. Corequisite: MATH 335, 338 or ISDS 361A. Fundamentals of actuarial science, including risk theory, interest theory, rate making, loss reserve and actuarial modeling. Selective corporate finance, investment and insurance topics, such as amortization, bonds, sinking funds, securities, annuities and pensions.

**401 Algebra and Probability for the Secondary Teacher (3)**

Prerequisites: 12 units of upper-division mathematics exclusive of MATH 303A,B and MATH 403A,B. Mathematical topics relevant to the teacher of secondary mathematics. Problem-solving approach to different areas, including algebra, number theory, combinatorics and probability, while maintaining an historical perspective.

**402 Logic and Geometry for the Secondary Teacher (3)**

Prerequisites: 12 units of upper-division mathematics exclusive of MATH 303A,B and MATH 403A,B. Parallel to MATH 401, but emphasizing Euclidean geometry, logic and problem solving from an historical perspective.

**403A Fundamental Concepts of Middle School Mathematics I (3)**

Prerequisite: MATH 303B. Content background in mathematics to help satisfy credentialing requirements for teaching mathematics at the middle school level. Focuses on gaining a thorough understanding of algebra, including patterns, functions and the use of technology.

**403B Fundamental Concepts of Middle School Mathematics II (3)**

Prerequisite: MATH 403A. Content background in mathematics to help satisfy credentialing requirements for teaching mathematics at the middle school level. Focuses on gaining a thorough understanding of advanced algebra, geometry, probability and statistics and the use of technology.

**406 Introduction to Partial Differential Equations (3)**

Prerequisite: MATH 306. First order linear and quasi-linear partial differential equations. Classification of second order linear partial differential equations. Fourier analysis, Sturm-Liouville theory, integral transforms and their application to boundary-value problems for the potential, wave and diffusion equations.

**407 Abstract Algebra (3)**

Prerequisite: MATH 302. Sets, mappings, groups, rings, modules, fields, homomorphisms, advanced topics in vector spaces and theory of linear transformations, matrices, algebras, ideals, field theory, Galois Theory.

**412 Complex Analysis (3)**

Prerequisite: MATH 350. Complex differentiation and integration, Cauchy's theorem and integral formulas, maximum modulus theorem, harmonic functions, Laurent series, analytic continuation, entire and meromorphic functions, conformal transformations and special functions.

**414 Topology (3)**

Prerequisite: MATH 350. Topological spaces and continuous functions, connectedness and compactness, metric spaces and function spaces.

**417 Foundations of Geometry (3)**

Prerequisite: MATH 307. Foundations of Euclidean and non-Euclidean geometries through transformations and formal axiomatics.

**425 Differential Geometry (3)**

Prerequisite: MATH 307. Differential geometry of curves and surfaces. Frenet-Serret formulas, Gauss-Weingarten equations, Gauss-Bonnet theorem.

**430 Number Theory (3)**

Prerequisite: MATH 302. Basic concepts of classical number theory with modern applications. Divisibility, congruences. Diophantine approximations and equations, primitive roots, continued fractions. Applications to public key cryptography, primality testing, factoring methods and check digits.

**435 Mathematical Statistics (3)**

Prerequisite: MATH 335. Statistical theory and its applications, based on the use of calculus.

**436 Advanced Applied Statistics (4)**

(Same as BIOL 436)

**438 Introduction to Stochastic Processes (3)**

Prerequisite: MATH 335. Stochastic processes, including Markov chains, Poisson Process, Wiener Process. Applications to birth and death processes and queuing theory.

**439 Intermediate Data Analysis (3)**

Prerequisites: MATH 250B or 270B, and 338. Simple and multiple linear regression, testing hypotheses, dummy variables, ANOVA, ANCOVA, confounding and interaction, diagnostics, influence and outliers, transformation and weighting and model selection. Introductory nonlinear and logistic regression. SAS statistical software will be used.

**440 Advanced Numerical Analysis (3)**

Prerequisite: MATH 340. Advanced topics in numerical analysis selected from iterative methods for linear systems, approximation of eigenvalues and eigenvectors, numerical methods for ordinary and partial differential equations, optimization methods and approximation theory. Error and convergence analysis and computer coding.

**450 Advanced Calculus II (3)**

Prerequisite: MATH 350. Sequences and series of functions. Continuity, differentiation and integration of functions of several variables. Advanced topics in analysis, such as Lebesgue integration or the theory of metric spaces.



**470 Advanced Mathematical Model Building (3)**

Prerequisites: MATH 307, 335, 370. A capstone course for students with strong mathematical preparation. Topics may include stochastic models, Monte Carlo integration, simulation of discrete event systems, simulation software and further studies in dynamic systems and flow and diffusion models.

**471 Combinatorics (3)**

Prerequisite: MATH 302 or 307. Analysis of discrete structures, including existence, enumeration and optimization. Permutations and combinations, combinatorial identities, the inclusion-exclusion principle, recurrence relations, Polya counting. Basic definitions and properties of graphs, Eulerian and Hamiltonian graphs, trees, graph colorings and chromatic number, planar graphs.

**480M MARC Proseminar (1)**

(Same as BIOL 480M)

**489A Applicable Linear Algebra (3)**

Prerequisites: linear algebra, advanced calculus and consent of instructor. Corequisite: MATH 489B. Topics from linear algebra useful in graduate studies in applied mathematics. Finite and infinite dimensional vector spaces, linear transformations and matrices. Introduction to Hilbert spaces. Projection theorem and some of its applications.

**489B Applicable Analysis (3)**

Prerequisites: undergraduate calculus, linear algebra, advanced calculus and consent of instructor. Corequisite: MATH 489A. Topics from analysis useful in graduate studies in applied mathematics. Topics may include initial and boundary value problems, including series solutions, eigenvalues and eigenfunctions, Fourier analysis, generalized functions, an introduction to the calculus of variations, and transform methods.

**491 Research Seminar (1)**

Prerequisite: consent of instructor. Corequisite: MATH 497 or 498. Students are required to attend the weekly undergraduate research seminars and give at least one seminar presentation as determined by the faculty adviser. May be repeated for credit.

**495 Internship in Applied Mathematics (1-3)**

Prerequisites: 15 units of upper-division mathematics and consent of instructor. Work experience in advanced mathematics through positions in business, industry or government.

**496 Student-to-Student Tutorials (1-3)**

Consult "Student-to-Student Tutorials" in this catalog for more complete course description. May be taken Credit/No Credit only.

**497 Undergraduate Research (1-3)**

Prerequisites: nine units of upper-division math and consent of instructor. Methods of research in the mathematical sciences through a research project supervised by a departmental faculty. May be repeated for up to 6 units towards major.

**498 Senior Thesis (2)**

Prerequisites: six units MATH 497 (up to 2 units concurrently) and consent of instructor. Preparation, presentation and defense of thesis. Topic approved by the undergraduate research committee. Thesis formatted in accordance with journal in field. May not be repeated for credit.

**499 Independent Study (1-3)**

Prerequisite: consent of instructor. Special topic in mathematics, selected in consultation with and completed under supervision of instructor.

**501A Numerical Analysis and Computation I (3)**

Prerequisites: MATH 489A,B. Corequisite: MATH 501B. Numerical methods for linear and nonlinear systems of equations, eigenvalue problems. Interpolation and approximation, spline functions, numerical differentiation, integration and function evaluation. Error analysis, comparison, limitations of algorithms.

**501B Numerical Analysis and Computation II (3)**

Prerequisites: MATH 489A,B. Corequisite: MATH 501A. Numerical methods for initial and boundary-value problems for ordinary and partial differential equations. The finite element method. Error analysis, comparison, limitations of algorithms.

**502A Probability and Statistics I (3)**

Prerequisites: MATH 335, 489A,B. Corequisite: MATH 502B. Theory and applications of probability models including univariate and multivariate distributions; expectations and transformations of random variables. Must be taken prior to or concurrently with MATH 502B.

**502B Probability and Statistics II (3)**

Prerequisites: MATH 335, 489A,B. Corequisite: MATH 502A. Theory and applications of sampling theory, statistical estimation and hypothesis testing. Must be taken after or concurrently with MATH 502A.

**503A Mathematical Modeling I (3)**

Prerequisites: MATH 489A,B, 501A,B. Mathematical modeling concepts. Topics may include: dimensional analysis, scaling and sensitivity; system concepts, state space, observability, controllability and feedback; dynamical systems, models and stability analysis; optimization models.

**503B Mathematical Modeling II (3)**

Prerequisite: MATH 503A. Development and analysis of mathematical models in such areas as mechanics, economic planning, operations management, environmental and ecological sciences, biology and medicine.

### **504A Simulation Modeling and Analysis (3)**

Prerequisites: MATH 501A,B; 502A,B; 503A,B. Advanced techniques of simulation modeling, including the design of Monte Carlo, discrete event and continuous simulations. Topics may include output data analysis, comparing alternative system configurations, variance-reduction techniques and experimental design and optimization.

### **504B Applications of Simulation Modeling Techniques (3)**

Prerequisites: MATH 501A,B; 502A,B; 503A,B. Corequisite: MATH 504A. Introduction to a modern simulation language and its application to simulation modeling. Topics will include development of computer models to demonstrate the techniques of simulation modeling, model verification, model validation and methods of error analysis.

### **534 Statistical Computing (3)**

Prerequisites: MATH 502AB, 320, 307 or equivalent. Numerical methods in linear and nonlinear regression, including Gauss-Jordan, QR and Gauss-Newton algorithms. Maximum likelihood computation, including Newton, Fisher-scoring, quasi-Newton and EM algorithms. Bayesian computations, including numerical integration, Monte-Carlo integration, and Markov chain Monte Carlo. Nonparametric inference, including Bootstrap.

### **535 Applied Biostatistics (3)**

Prerequisites: MATH 502AB or equivalent. Analyzing survival data using parametric, nonparametric, semi-parametric methods, censoring and truncation, survival/hazard functions, parametric models, life-tables, Kaplan-Meier and Nelson-Aalen estimators, log-rank test, Cox proportional hazards models, partial likelihood, time-dependent covariates, additive hazards models, diagnostics and competing risks.

### **536 Categorical Data Analysis (3)**

Prerequisites: MATH 502AB. Inference for two-way contingency tables, generalized linear models, logistic regression, logit and probit models, log-linear models, model fitting and estimation of loglinear parameters, strategies in model selection, log linear models for ordinal variables, Poisson regression and Poisson loglinear models.

### **537 Multivariate Analysis (3)**

Prerequisites: MATH 307, 502AB, or equivalent. Multivariate normal distribution, comparison of several multivariate means, multivariate linear regression models, elliptically contoured distributions, estimation of orthogonal and oblique factors, inference for structured covariance matrices, simultaneous equation models, classification functions, procrustes analysis and graphical models.

### **538 Bayesian Statistics (3)**

Prerequisites: MATH 502AB, 534. Fundamentals of Bayesian inference, including informative and noninformative priors for single and multiparameter models, Bayesian asymptotics, hierarchical models, Metropolis Hastings and Gibbs sampler algorithms, model checking, Bayesian design of experiments, Bayesian linear models and generalized linear models, and neural networks.

### **539 Statistical Consulting (3)**

Prerequisites: MATH 502AB, or equivalent. Ethics, communication aspects of consulting with clients, formulating statistical problems, recommendations of design protocols, selecting appropriate statistical methods, data analysis and interpreting results, including writing proper reports. Course will be based on case studies.

### **581 Studies in Geometry (3)**

Prerequisites: MATH 307, graduate standing. Topics relating to the high school curriculum from an advanced standpoint, including the axiomatic method and non-Euclidean geometry.

### **582 Studies in Algebra (3)**

Prerequisites: MATH 302, graduate standing. Topics relating to the high school curriculum from an advanced standpoint, including algorithms, fields and polynomials.

### **583 Studies in Statistics (3)**

Prerequisites: MATH 338, graduate standing. Calculus-based course designed to teach appropriate strategies and tools to effectively address problems in statistics. Includes project design, exploratory data analysis and interpretation, and effective communication of results.

### **584 Studies in Analysis (3)**

Prerequisites: MATH 350, graduate standing. Topics relating to the high school curriculum from an advanced standpoint, including limits, continuity, differentiation and integration.

### **586 Studies in Discrete Mathematics (3)**

Prerequisites: MATH 335, graduate standing. Topics relating to the high school curriculum from an advanced standpoint, including induction, recursion, probability and combinatorics.

### **587 Studies in Mathematical Problem Solving (3)**

Prerequisites: MATH 302, graduate standing. Problem solving via non-routine and enrichment-type problems from several different branches of mathematics.

### **597 Project (3-6)**

Prerequisite: consent of instructor. May be repeated for credit. Students in the Applied Master's Program earn a total of 6 units.

### **599 Independent Graduate Research (1-3)**

Prerequisites: graduate standing and consent of instructor. Normally taken in conjunction with required graduate courses. Also offered without being attached to any course. May be repeated for credit.

## **MATHEMATICS EDUCATION COURSES**

Courses are designated as MAED in the class schedule

### **442 Teaching Mathematics in Secondary School (3)**

Prerequisite: admission to Teacher Education Program in Mathematics. Corequisite: EDSC 440F. Research, standards, objectives, technology and methods for teaching mathematics. Required of mathematics majors for the general single subject credential. (2 hours lecture, 2 hours activity)

### **449E First Semester Student Teaching (3)**

(Same as EDSC 449E)

### **449I Second Semester Student Teaching (10)**

(Same as EDSC 449I)

### **449S Seminar in Secondary Teaching (3)**

(Same as EDSC 449S)

### **499 Independent Study (1-3)**

Prerequisite: consent of instructor. Special topic in mathematics education, selected in consultation with and completed under supervision of the instructor. May be repeated for credit.

### **532 Teaching Problem Solving in Middle School Mathematics (3)**

Prerequisite: MATH 403B. Seminar to explore techniques of problem solving for mathematics teachers of grades 5-9. Review of research on problem solving at the middle school level. Review of state and national documents on middle school mathematics education. Emphasis on problem solving in algebra, geometry and probability.

### **542 Teaching Mathematics at the College Level (3)**

Prerequisites: full-time graduate standing. Strengthens students' effectiveness in teaching mathematics at the college level. Strategies that promote student engagement, collaboration, retention and success, as well as appropriate use of technologies..



# Mechanical Engineering

College of Engineering and Computer Science

## INTRODUCTION

The mechanical engineering program at CSUF provides a foundation for professional engineering careers in private industry and government. Mechanical engineers are employed in a wide range of industries, such as manufacturing, transportation, energy, food, biomedical and others. In general, mechanical engineers are involved with the design, research, development, manufacture, testing, distribution, support, maintenance and recycling of devices and products. Automobiles, airplanes, home appliances, robots, rockets, space capsules, printers and computer hardware are some of the various products that have been customarily designed and developed by mechanical engineers. Mechanical engineers possess a firm understanding of science, mathematics and engineering needed to carry out these complex tasks which are so important to a modern technological society.

The Bachelor of Science in Mechanical Engineering is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

The graduate curriculum is designed to provide a specialized education for career advancement or further work towards a doctoral degree.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following learning goals and outcomes have been established for students pursuing a degree in Mechanical Engineering:

### Program Educational Objectives

- A. Technical Growth – Graduates will be successful in modern engineering practice, integrate into the local and global workforce, and contribute to the economy of California and the nation
- B. Professional Skills – Graduates will continue to demonstrate the professional skills necessary to be competent employees, assume leadership roles, and enjoy career success and satisfaction
- C. Professional Attitude and Citizenship – Graduates will become productive citizens with high ethical and professional standards, make sound engineering or managerial decisions, and have enthusiasm for the profession and professional growth

### Student Outcomes

- (a) An ability to apply knowledge of mathematics, science, and engineering
- (b) An ability to design and conduct experiments, as well as to analyze and interpret data
- (c) An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) An ability to function on multi-disciplinary teams
- (e) An ability to identify, formulate, and solve engineering problems

### ACTING DEPARTMENT CHAIR

Roberta E. Rikli

### DEPARTMENT OFFICE/WEBSITE

Engineering 100  
657-278-3014  
[fullerton.edu/ecs](http://fullerton.edu/ecs)

### PROGRAMS OFFERED

Bachelor of Science in Mechanical  
Engineering  
Emphasis in Manufacturing Engineering  
Master of Science in Mechanical  
Engineering

### FACULTY

Andy Bazar, Jesa Kreiner, Hossein  
Moini, Chean Chin Ngo, Sang June  
Oh, Peter Othmer, Nina Robson,  
Haowei Wang



- (f) An understanding of professional and ethical responsibility
- (g) An ability to communicate effectively
- (h) The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- (i) A recognition of the need for and an ability to engage in life-long learning
- (j) A knowledge of contemporary issues
- (k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

## 2 + 2 Articulated Programs with Community Colleges

The Mechanical Engineering Department has developed 2+2 articulation agreements with community colleges to provide students seamless transfer to CSUF's Mechanical Engineering program. This allows the full-time students taking the courses specified by the department adviser to graduate in two years following transfer to CSUF.

## BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING (132 UNITS)

The requirements for the degree comprise four major segments: foundation courses in mathematics and physical sciences; basic engineering courses; general education courses in the arts, humanities, social sciences, biological sciences and other related areas; and a sequence of courses to fulfill the requirements of the Mechanical Engineering degree or the emphasis in Manufacturing Engineering.

Students are required to meet with their academic adviser every semester during the first year and at least once a year thereafter. Students are strongly encouraged to see their academic advisers frequently to obtain guidance in pursuit of their careers. All courses taken in fulfillment of the requirements for the bachelor's degree must be taken for a letter grade, i.e., under grade Option 1. All mathematics and physical science courses required for the degree must be completed with at least a "C" (2.0) to count as prerequisite courses to engineering courses or as credit towards the degree. Graduate courses are not open to undergraduate students without approval of the program coordinator.

### Mathematics and Science Courses (32)

- BIOL 101 Elements of Biology (3)
- MATH 150A Calculus (4)
- MATH 150B Calculus (4)
- MATH 250A Multivariate Calculus (4)
- MATH 250B Introduction to Linear Algebra and Differential Equations (4)
- CHEM 120A General Chemistry (5)
- PHYS 225, 225L Fundamental Physics: Mechanics and Lab (4)
- PHYS 226, 226L Fundamental Physics: Electricity and Magnetism and Lab (4)

### Engineering Core Courses (23)

- EGME 102 Engineering Graphics (2)
- EGCE 201 Statics (3)
- EGEE 203 Electric Circuits (3)
- EGME 205 Digital Computation (3)
- EGCE 302 Dynamics (3)
- EGME 304 Thermodynamics (3)
- EGME 306A Unified Laboratory (1)
- EGME 308 Engineering Analysis (3)
- EGME 314 Engineering Economy (2)

### General Education Courses

#### *Area A: Core Competencies (9 Units)*

1. Oral Communication (3)  
HONR 101B, HCOM 100, 102
2. Written Communication (3)  
ENGL 101
3. Critical Thinking (3)  
HONR 101A, HCOM 235, PHIL 105, 106, PSYC 110, READ 290

#### *Area B: Scientific Inquiry and Quantitative Reasoning (16 Units)*

1. Physical Science (8)  
CHEM 120A and PHYS 225
2. Life Science (3)  
BIOL 101
3. Laboratory Experience (1)  
PHYS 225L
4. Mathematics/Quantitative Reasoning (4)  
MATH 150A
5. Implications and Explorations in Mathematics and Natural Sciences  
Not applicable for engineering majors

#### *Area C: Arts and Humanities (12 Units)*

1. Introduction to Arts (3)  
ART 101, 201A, 201B, 311, 312, DANC 101, MUS 100, 101
2. Introduction to the Humanities (3)  
Any lower division course in this category listed in the current class schedule
3. Explorations in the Arts and Humanities (3)  
Any upper-division course in this category listed in the current class schedule
4. Origins of the World Civilizations (3)  
HIST 110A or 110B, 210A, 210B

#### *Area D: Social Sciences (12 Units)*

1. Introduction to the Social Sciences (3)  
EGME 314 and EGME 490
2. World Civilizations and Cultures  
Not applicable for engineering majors
3. American History, Institutions and Values (3)  
AFAM 190, AMST 201, CHIC 190, HIST 180, 190,  
HONR 201A
4. American Government (3)  
HONR 201B, POSC 100
5. Explorations in Social Sciences (3)  
Any upper-division course in this category listed in the current  
class schedule

#### *Area E: Lifelong Learning and Self Development (3 Units)*

Not applicable for engineering majors

#### *Area Z: Cultural (3 Units)*

Take at least one star (\*) course in Sections C.3 and D.5

#### **Upper-Division Writing Requirement**

The following courses are required by all mechanical engineering majors: EGME 306A, 306B, 476A and 476B. Written work for these courses must meet professional standards and requires completion with a grade of "C" (2.0) or better.

#### **Required Courses (36 units)**

EGEE 203L Electric Circuits Laboratory (1)  
EGEE 303 Electronics (3)  
EGME 306B Fluids and Thermal Laboratory (1)  
EGME 322L Introduction to Computer-Aided Design (3)  
EGME 331 Mechanical Behavior of Materials (3)  
EGME 333 Fluid Mechanics & Aerodynamics (3)  
EGME 335 Introduction to Mechanical Design (3)  
EGME 407 Heat Transfer (3)  
EGME 414 Design Project I (3)  
EGME 419 Design Project II (2)  
EGME 421 Mechanical Design (3)  
EGME 431 Mechanical Vibrations (3)  
EGME 476A Dynamic Systems and Controls Lab (2)  
EGME 476B Energy and Power Lab (2)  
EGME 490 Seminar in Engineering (1)

#### **Technical Electives (11 units)**

Before enrolling in any elective course, approval of the adviser must be obtained.

##### *Power and Energy*

EGGN 403

EGME 417, 424, 447, 451, 452, 454

##### *Design and Materials for Manufacturing*

EGGN 403

EGME 315, 410, 411, 418, 422, 438, 454, 456, 457L, 459, 460,  
461, 462, 463, 475, 480, 483, 486, 487

##### *Thermal and Fluids Engineering*

EGME 410, 417, 422, 424, 426, 447, 451, 452, 454, 486, 487

##### *Robotics, Controls and Automated Manufacturing*

EGGN 403

EGME 315, 410, 411, 422, 424, 454, 456, 457L, 461, 463, 483, 486

#### **MANUFACTURING ENGINEERING EMPHASIS**

See the Bachelor of Science in Mechanical Engineering section of this catalog for requirements in mathematics and science foundation courses (32units), engineering core courses (23 units) and general education coursework.

#### **Required Courses (40 units)**

EGEE 203L Electric Circuits laboratory (1)  
EGEE 303 Electronics (3)  
EGME 306B Fluids and Thermal Laboratory (1)  
EGME 322L Introduction to Computer-Aided Design (3)  
EGME 331 Mechanical Behavior of Materials (3)  
EGME 333 Fluid Mechanics and Aerodynamics (3)  
EGME 335 Introduction to Mechanical Design (3)  
EGME 476A Dynamic Systems and Controls Lab (2)  
EGME 407 Heat Transfer (3)  
EGME 414 Design Project I (3)  
EGME 419 Design Project II (2)  
EGME 421 Mechanical Design (3)  
EGME 461 Fabrication Methods (3)  
EGME 463 Introduction to Robotics (3)  
EGME 483 Computer-Aided Manufacturing (3)  
EGME 490 Seminar in Engineering (1)

#### **Technical Electives (9 units)**

Approval of the adviser must be obtained before enrolling in any elective course.

EGME 315, 410, 411, 422, 426, 454, 459, 460, 462, 480

EGEE 323, 404, 404L, 445, 445L

## **MASTER OF SCIENCE IN MECHANICAL ENGINEERING (30 UNITS)**

To qualify for admission to a conditionally classified standing, students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants must meet the following departmental requirements:

- Bachelor's degree from a regionally accredited institution, e.g., Western Association of Schools and Colleges (WASC)
- Bachelor's degree in mechanical engineering from an institution accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone 410-347-7700

Students not meeting the above requirements may be admitted at the discretion of the graduate adviser and may be required to take additional units of adviser-approved prerequisite coursework. The student must demonstrate potential for graduate study by earning a grade point average of 3.0 or higher in these courses.

Any student entering the Master of Science degree program without a B.S. in Mechanical Engineering will also be required to complete courses in the areas where the student is deemed to be deficient, prior to beginning coursework for the Master's degree.

### **Application Deadlines**

Reference [fullerton.edu/ecs](http://fullerton.edu/ecs) for application information.

### **Classified Standing**

Students meeting the following additional requirements will be advanced to classified standing and are eligible to take graduate courses for which they are qualified:

1. complete all deficiency work, specified by the mechanical engineering graduate program adviser, with a "B" (3.0) or better;
2. meet with an adviser prior to completing nine units toward the M.S. degree at CSUF to develop a study plan, which must also be approved by the student's graduate adviser, department chair and Office of Graduate Studies; and
3. fulfill the university writing requirement prior to completing nine units at CSUF toward the M.S. degree (Please refer to the "Graduate Regulations" section of this catalog and also the class schedule for further information on how this requirement can be met).

### **Study Plan**

The study plan consists of adviser-approved upper-division or graduate-level coursework that must be completed with an overall grade-point average of at least 3.0. At least half the units required for the degree must be in approved graduate (500-level) courses.

### **Required Courses (3 units)**

#### **Adviser-approved math-oriented course (3)**

#### **Concentration Courses (15 units)**

A student is required to select a minimum of 15 units in mechanical engineering. These units may be 400- and 500-level courses and are selected according to the student's area of special interest. Coursework is designed to meet the student's professional career goals and may focus on the following areas: Power and Energy, Design and Materials for Manufacturing, Thermal and Fluids Engineering, Robotics, Controls and Automated Manufacturing.

#### **Other Courses (12 units)**

Elective units should be taken in mechanical engineering or a related field and are subject to adviser approval. A maximum of three units of non-engineering courses can be approved on the study plan.

#### **Exam/Thesis/Project Option (0-6 units)**

Subject to approval by the adviser, students may select one of the following three options for final review by a department committee:

- Comprehensive oral examination over selected coursework (five courses, at least three of which are 500-level)
- EGME 597 Project (3-6 units)
- EGME 598 Thesis (3-6 units)

Students enrolling in less than six units of Thesis/Project will be required to take a comprehensive oral exam. Students enrolling in six units of thesis or project may defend their thesis or project work with an oral exam, limited to their project work, instead of taking a comprehensive oral exam.

## **MECHANICAL ENGINEERING COURSES**

Courses are designated as EGME in the class schedule.

### **102 Engineering Graphics (2)**

Graphics as a fundamental means of communication in design. Sketching, visualization, geometry, CAD principles and applications. Orthographic projections, pictorials. Multiview drawing, including auxiliary, section and detail views. Standards and conventions. Dimensioning, tolerances, GDT. Design processes, cost analysis and freshman project. (1 hour lecture, 3 hours laboratory)

### **205 Digital Computation (3)**

Prerequisites: college algebra or three years of high school math, including a second course in algebra. Computers and their numerical applications. Programming languages, MathCAD spreadsheet, digital computation methods in statistics and solving algebraic equations. Applications of general purpose software for engineering analysis. (Same as EGGN 205)

**214 Basic Machine Shop Practice and Safety (2)**

Prerequisites: MATH 115, 125 or equivalents. Introduction to machine shop practices and drill press, grinding wheel, lathe, vertical mill and band saw. Thorough safety procedures instruction on each machine. Demonstrate safe practices on each machine. Introduction to measurement and tolerancing. Discussion and laboratory practice. (1 hour lecture, 3 hours laboratory.) Does not count toward fulfilling degree requirements. Credit/No Credit only.

**304 Thermodynamics (3)**

Prerequisites: CHEM 120A, MATH 150B, PHYS 225. Energy and its transformation; heat and work; conservation of mass and energy, system properties, irreversibility and availability. Ideal gases, heat engines and refrigeration (both ideal and actual), equipment selection and sizing.

**306A Unified Laboratory (1)**

Prerequisites: PHYS 225 and EGME 102. Corequisite: EGME 205, 331. Static and dynamic measurements (tension and strain test on beams, columns, charpy, gyroscopes) using mechanical and electrical transducers. Use of computers in data acquisition, reduction and analysis. Each student must write a complete set of reports and pass with a "C" (2.0) or better. (3 hours laboratory)

**306B Fluids and Thermal Laboratory (1)**

Prerequisites: EGME 306A and 333. Corequisite: EGME 407. Continuation of EGME 306A. Flow, temperature and pressure measurement. Experimental studies of fluid friction and heat exchanger performance. Use of computers in data acquisition, reduction and analysis. Each student must write a complete set of technical reports and pass with a "C" (2.0) or better. (3 hours laboratory)

**308 Engineering Analysis and Statistics (3)**

(Same as EGCE/EGEE/EGGN 308)

**314 Engineering Economy (2)**

Prerequisite: junior or senior standing in engineering. Development, evaluation and presentation of alternatives for engineering systems and projects using principles of engineering economy and cost benefit analysis. (Same as EGGN 314)

**315 Basic Fabrication Techniques and Manufacturing Practices (3)**

Prerequisite: EGME 102. Conventional fabrication techniques, measuring, referencing and tolerances applied to manufacturing such as tooling, computer numerical control machining and process indices. Safety instruction for use of campus machine shop equipment. (2 hours discussion and 2 hours laboratory)

**322L Introduction to Computer-Aided Design (3)**

Prerequisites: EGME 331, EGCE 302. Introduction to modeling, assembly, design documentation and analysis using typical commercial CAD/CAE software. Use of online resources in the collaborative design process. Design file transfer protocols. Design project using a technology based team environment. CAD/CAE system selection criteria. (1 hour discussion, 6 hours laboratory). (Same as CPSC 322L)

**331 Mechanical Behavior of Materials (3)**

Prerequisites: CHEM 120A, MATH 250A, EGCE 201. Engineering properties of materials. Toughness and fatigue. Creep phenomena. Corrosion. Energy concepts. Beams and columns. Torsion. Combined stresses. Pressure vessels. Failure theories. Design of machine elements.

**333 Fluid Mechanics and Aerodynamics (3)**

Corequisites: EGME 205, 304. Principles of fluid mechanics and their applications; fluid properties; fluid statics; one-dimensional incompressible flow; concepts of multi-dimensional flows including conservation principles; similitude and dimensional analysis; internal and external viscous flow; elements of compressible flow; design considerations in fluid mechanics.

**335 Introduction to Mechanical Design (3)**

Prerequisites: EGME 102, 205, EGCE 302. Kinematics and dynamics of mechanisms; design and analysis of linkages, gears and cams through the use of analytical, graphical and computer-aided techniques.

**350 Living and Working in Space (3)**

Prerequisite: junior standing. History of space flight. Space travel in literature and films. Space pioneers. The Moon Race. Space tourism and space hotels. Colonization of Moon and Mars. Space art. Economic, social, psychological, technological and global issues in space habitats.

**407 Heat Transfer (3)**

Prerequisites: MATH 250B and EGME 333. Principles of heat transfer and their applications: introduction to conductive, convective and radiation heat transfer; one-dimensional heat conduction; concepts of multi-dimensional conduction; convective heat transfer for internal and external viscous flows; cross-flow and shell and tube heat exchangers; thermal system design.

**410 Introduction to the Finite Element Method and Applications (3)**

Prerequisite: approved study plan. Basic concepts of integral and matrix formulation of boundary value problems. One dimensional finite element formulation of heat transfer, truss beam and vibration problems. Applications of commercial finite element programs. Selection criteria for code, element and hardware. CAD system interfaces.



**411 Mechanical Control Systems (3)**

Prerequisites: EGME 205, 308, EGCE 302. Mechanical control system design and analysis. Pneumatic, hydraulic, electro-mechanical actuators and devices. Stability criteria, root locus plots, frequency response analysis and design, transfer functions, introduction to feedback control and microprocessor applications.

**414 Design Project I (3)**

Prerequisites: EGME 322L, 421. Corequisite: EGME 426. Design methodology, CAD/CAE philosophy, optimization, product liability, probability/statistical principles, ASME codes, safety, human factors, material selection, legal aspects of design, professional ethics. Design project to be constructed in EGME 419, but feasibility study, preliminary design, assembly drawings, interim and final written project reports, interim and final oral presentations are required for 414. (1 hour lecture and 6 hours laboratory)

**417 Computational Heat Transfer (3)**

Prerequisites: EGME 205, 308, 407. Computer visualization of 2-D/3-D temperature fields. Steady and unsteady conduction heat transfer. Incompressible free and forced convective boundary layer flows. Multiple surface radiation analysis. Boiling and condensation. Emphasis on design aspects of computational heat transfer and use of CFD codes.

**418 Space and Rocket Engineering (3)**

Prerequisites: EGCE 201, EGME 304, 331, 333. Principles of rocket propulsion systems. Single and multi-stage rockets. Theory and application of orbital mechanics. Space flight maneuvers. Boosting a satellite into orbit. Spacecraft guidance and control. Trajectories to Moon and Mars.

**419 Design Project II (2)**

Prerequisite: EGME 414. Completion of the design project initiated in EGME 414. Construction of prototype, model or components. Test proposed design, and prepare a written final design report. Teamwork and communications skills are emphasized. Interim and final oral presentations are required. (6 hours laboratory)

**421 Mechanical Design (3)**

Prerequisites: EGME 331, 335. Design and application of machine components such as brakes, clutches, gears, springs, fasteners, pulleys and belting lubrication of machine elements, bearings, gaskets, seals, "O" rings, methods for study of impact, dynamic loading and fatigue; comprehensive treatment of failure, safety and reliability.

**422 Mechanical Design Using Pro/ENGINEER (3)**

Prerequisite: EGME 322L or equivalent. Modeling, assembly and design documentation using Pro/ENGINEER. Design of mechanical components and assemblies using Advanced Pro/ENGINEER features such as blends, drafts, user defined features, relations, family tables and assembly management. Collaborative design project, utilizing online resources. May be repeated for one credit.

**424 Data Acquisition and Instrumentation Using LabVIEW (3)**

Prerequisite: EGME 306A or equivalent. Graphical programming; design and development of virtual instruments using LabVIEW programming environment; building applications for data acquisition and data reduction, measurement, testing and control of engineering systems; collaborative term project. (2 hours discussion, 3 hours laboratory)

**426 Design of Thermal and Fluid Systems (3)**

Prerequisite: EGME 407. Integration of fundamental principles of thermodynamics, fluid mechanics, heat transfer and related subjects in the design of thermal and fluid systems. Design process and economics are applied to pumps, fans, turbines, boilers, piping systems, cross-flow and shell and tube heat exchangers.

**431 Mechanical Vibrations (3)**

Prerequisites: EGME 205, 308, EGCE 302. Modeling and analysis of single and multiple degrees of freedom systems. Response to forcing functions. Vibrations of machine elements. Design of vibration isolation systems. Balancing of rotating machinery. Random excitation and response of mechanical structures.

**438 Analytical Methods in Engineering (3)**

Prerequisite: EGME 308. Ordinary and partial differential equations with constant and variable coefficients; orthogonal functions; conformal mapping; potential theory; engineering applications.

**447 Piping Selection and Piping Network Design (3)**

Prerequisites: EGME 333 and EGCE 301 or EGME 331. Pressure losses in piping networks; selection of piping based upon fluid, temperature, pressure and economic considerations; piping connections, fittings and components; stress analysis; review of national piping codes.

**451 Heating, Ventilating and Air Conditioning Systems (3)**

Prerequisites: EGME 304, 407. The fundamentals of controlling heating, ventilating and air conditioning systems. Theory and analysis of fundamental thermodynamics relating to these systems. Laboratory demonstrations of actual systems.

**452 Fluid Machinery (3)**

Prerequisites: EGME 304, 333. Thermal and hydraulic design and analysis of pumps, fans, turbines and compressors. Component selection, system design and performance evaluations.

**454 Optimization of Engineering Design (3)**

Prerequisite: EGME 308. Application of analytical and computer optimization techniques to engineering design problems. Presentation of design as an optimization task. One dimensional minimization. Unconstrained and constrained nonlinear programming. Approximation concepts. Duality. Computer applications to design problems using a general purpose optimization program.

**456 Introduction to Mechatronics for Engineers (3)**

Prerequisites: EGEE 203L, EGME 306A, 308. Introduction to mechatronics. Design issues. Sensors, actuators, programmable controllers. Hardware components for control systems. System performance. Data acquisition and control. Mechatronic control in automated manufacturing. Advanced applications and case studies. Design project.

**457L Intelligent Systems Laboratory (2)**

Prerequisite: EGME 456. Design and assembly of microprocessor-based mechanisms. Lab experiments encompass machine/high level programming and interfacing of microcontrollers with sensors and actuators. Design project. (1 hour lecture, 3 hours laboratory)

**459 Plastics and Other Non-Metallics (3)**

Prerequisite: EGME 331. Simplified chemistry of plastics. Applications. Manufacturing processes. Methods for preventing deterioration of nonmetallic materials. Composites. Ceramics. Refractories. Wood. Destructive and nondestructive testing of nonmetallic materials.

**460 Failure of Engineering Materials (3)**

Prerequisite: EGME 331. Imperfections in solids; fracture initiation and crack propagation; dislocations; yield point phenomenon; fatigue; creep; ultrasonic effects; radiation damage; stress corrosion; hydrogen embrittlement; failure of composite materials.

**461 Fabrication Methods (3)**

Prerequisite: EGME 331. Manufacturing processes. Metal joining processes. Casting, forging, powder metallurgy, machining and machining tools, finishing, coating, plating, non-metallic materials inspection and gaging and tolerances.

**462 Composite Materials (3)**

Prerequisite: EGCE 301 or EGME 331. Application, mechanical properties and fabrication studies of fiber reinforced composite materials, stress analysis of laminated anisotropic composite structures. Studies of special problems unique to composites.

**463 Introduction to Robotics (3)**

Prerequisite: EGME 335. Corequisite: EGME 476A. Kinematic, dynamic, control and programming fundamentals associated with industrial robots and programmable manipulators. Trajectory planning, application of robotics in manufacturing and integration of robots into flexible manufacturing systems.

**475 Acoustics and Noise Control (3)**

Prerequisite: PHYS 227. Basic phenomena on the propagation, absorption and generation of acoustic waves, specification and measurement of noise, effects of noise on speech and behavior, legal aspects of industrial and building noise, principles and application of noise control.

**476A Dynamic Systems and Controls Laboratory (2)**

Prerequisites: EGME 431, 306B. Dynamic systems, vibration, acoustics and other mechanical components; computer simulation of dynamic systems (Simulink and computer-aided data acquisition); robotics, computer-controlled machining and automatic data acquisition. Computers in data acquisition, reduction and analysis. Each student must write a complete set of individual engineering laboratory reports. Must pass with a "C" (2.0) or better to count towards the upper-division writing requirement. Not available for graduate degree credit. (6 hours laboratory)

**476B Energy and Power Laboratory (2)**

Prerequisites: EGME 304, 306B, 407. Mass transfer, heat transfer and thermodynamic phenomena and their interaction with mechanical systems. Team experiment. Use of computers in data acquisition, reduction and analysis. Each student must write a complete set of individual engineering laboratory reports. Must pass with a "C" (2.0) or better to count towards the upper-division writing requirement. Not available for graduate degree credit. (6 hours laboratory)

**480 Human Factors in Engineering (3)**

Prerequisite: junior standing. Principles of design for making products and systems faster, easier and more effective to use. Design project using these principles that consider human capabilities and limitation of senses and responses to sensory stimuli. Physiological, psychological and work factors are evaluated for design of equipment, work methods, environments and standards.

**483 Computer-Aided Manufacturing (3)**

Prerequisite: EGME 476A or equivalent. Introduction to computer-aided manufacturing processes. CNC machines, robot and PLC programming. Design for CIM. Fixed and flexible manufacturing systems. Process planning and scheduling. Simulation software for manufacturing systems. Laboratory experiments. (1 hour discussion, 4 hours laboratory)

**486 Introduction to Electronics Packaging (3)**

Prerequisites: EGEE 303, EGME 306A. Electronic components and devices. The chip carrier, packaging and production of printed circuit boards. First, second and third level packaging. Introduction to thermal analysis and vibration of electronic equipment.

**487 Thermal Control of Electronics Packaging (3)**

Prerequisites: EGME 308, 407. Fluid mechanics and heat transfer as related to the thermal control of electronic packages of varying sizes. Analysis of individual components, complete boards and complete systems is considered. Liquid and gas cooling mediums.

**490 Seminar in Engineering (1)**

Prerequisite: senior standing in engineering. Engineering profession, professional ethics and related topics. May be repeated once for credit with the approval of the department.

**497 Senior Project (1-3)**

Prerequisites: consent of instructor, adviser and department head. Directed independent design project.

**499 Independent Study (1-3)**

Prerequisite: approval of study plan by adviser and department head. Specialized topics in engineering, selected in consultation with and completed under the supervision of the instructor. May be repeated for credit.

**508 Advanced Inviscid Fluid Flow (3)**

Prerequisites: EGME 205, 308, 333. Two- and three-dimensional potential flow theory. Sources, sinks, vortices, Rankine bodies, free jets, channel flow, air foils. Introduction to computational fluid dynamics. Complex potential and various transformation techniques are used.

**511 Advanced Mechanical Vibrations (3)**

Prerequisite: EGME 431. Vibrations in rotating and reciprocating machines; noise and vibration in fluid machinery; continuous systems; random vibrations; transient and nonlinear vibration, computer applications.

**512 Advanced Mechanical Design and Management (3)**

Prerequisite: EGME 421 or equivalent. Advanced modern mechanisms. Analysis and synthesis of mechanisms. Advanced topics in computer-aided design of mechanical, thermal and fluid systems. Methodology of modern design. Optimization in design.

**516 Advanced Radiation Heat Transfer (3)**

Prerequisite: EGME 407. Radiation heat transfer, including study of the geometric shape factors, ideal (black) and real systems, and energy transfer in absorbing, scattering and emitting media, and radiation combined with other modes of energy transfer.

**520 Advanced Viscous Fluid Flow (3)**

Prerequisite: EGME 333. Fundamental equations of viscous fluid flow. Viscous drag estimation. Drag reduction methods. Laminar and turbulent internal and external flows. Introduction to instability and transition.

**526 Advanced Convective Heat Transfer (3)**

Prerequisite: EGME 407. Convective heat transfer; heat transfer in external and internal flow fields for both laminar and turbulent fluid flow, applications.

**530 Advanced Strength of Materials (3)**

Prerequisite: EGME 421. Energy methods. Castilian's theorem. Curved beams, beams on elastic supports, thick wall cylinders, shrink fits, localized stress, column instability, failure theories, bearings.

**536 Advanced Conduction Heat Transfer (3)**

Prerequisite: EGME 407. Conduction heat transfer; Bessel and Legendre functions, Laplace transforms, eigenfunctions, Fourier series solutions, heat sources and sinks, multidimensional problems, transient systems and numerical methods (finite difference and finite element methods).

**538 Advanced Engineering Analysis (3)**

Prerequisite: EGME 438. Partial differential equations in engineering, numerical techniques, integral equations, engineering applications.

**540 Computer Applications in Engineering Design (3)**

Prerequisite: EGME 410. Computers and microprocessors in engineering design. Design methodology, modeling and simulation. Geometric modeling. Design optimization. Expert systems in engineering design. Generalized programs and simulation languages are emphasized.

**541 Finite Element Method for Mechanical Engineers (3)**

Prerequisite: EGME 410. Matrix formulation of basic equations in steady state and transient heat conduction. Elements and interpolation functions. Non-linear problem formulation. Finite element computer programs in heat transfer, fluid dynamics and design.

**554 Applied Optimal Mechanical Design (3)**

Prerequisite: EGME 454 or equivalent. Formulation of design optimization problems in mechanical engineering. Mathematical programming methods. Practical aspects of optimization. Design of complex mechanical systems. Individual projects will be assigned to apply optimization techniques to an engineering system or component.

**576 Advanced Dynamics and Control of Mechanical Systems (3)**

Prerequisite: EGME 411. Advanced study of the dynamics and control of mechanical systems including: state space modeling, Lyapunov stability, modern design techniques and case studies.

**597 Project (1-6)**

Prerequisite: consent of graduate program adviser.

**598 Thesis (1-6)**

Prerequisite: consent of graduate program adviser.

**599 Independent Graduate Research (1-3)**

Prerequisite: classified graduate status. Open to graduate students only by consent of Mechanical Engineering graduate program adviser. May be repeated for credit only upon approval by the graduate program adviser.



# Military Science

College of Health and Human Development

## INTRODUCTION

The Military Science Program focuses on academics, teamwork and physical fitness, and is integrity-based with a mentorship program in place to support all cadets. Military Science provides a dynamic dimension to the university by offering an unmatched hands-on leadership and management education. Military Science is also a university-endorsed coed club and offers various extracurricular teams and activities such as “Ranger Challenge” (intercollegiate competition based on physical fitness and agility, rifle marksmanship and map reading/land navigation), paintball, one Field Training Exercise (overnight bivouac) per semester, rappelling demonstrations and a Color Guard team (presents flags at ceremonies and events), as well as several other exciting activities. All curricula and activities are designed to build and enhance leadership, management and team-building skills that apply to military and civilian sectors, and last a lifetime.

Military Science courses are accredited and available to students in all academic disciplines. Full-time students are also eligible to enroll as cadets in accordance with university and Department of the Defense policies. Several competitive financial assistance programs are available, which include: four-, three- and two-year scholarships; Reserve Forces and National Guard duty; GI Bill; and loan repayment options. Additionally, scholarship recipients and Advanced course students earn up to \$500 per month in stipends.

Upon successful completion of the two- or four-year Reserve Officers Training Corps (ROTC) program, cadets are commissioned as second lieutenants in the United States Army, United States Army Reserves or Army National Guard.

### Four-Year Program

This program is composed of a lower-division Basic Course and an upper division Advanced Course. The Basic Course refers to first- and second-year courses (MLSC 101, 102, 201 and 202) that are designed for beginning students who want to try Reserve Officers Training Corps (ROTC) without obligation. Once the Basic Course is completed, students qualify for entry into the upper-division Advanced Course (MLSC 301, 302, 401, 402), which prepares them to be commissioned as officers in the United States Army, the Army Reserves or the Army National Guard. Upon entry into the Advanced Course, cadets are required to sign a contract with the Department of the Army agreeing to complete the ROTC program and accept a commission as a second lieutenant. Once the contract is signed, advanced course cadets will receive up to \$500 per month, along with uniforms for all military science courses.

### Two-Year Program

This program is for those students who have at least four semesters of work remaining on campus as either an undergraduate or graduate student, and who did not participate in ROTC earlier. These students enter the Advanced Course of the program after attending a four-week, all expenses paid, summer leadership internship or providing proof of completion of Military Basic Training, or three years JROTC. Students

## DEPARTMENT CHAIR/PROFESSOR OF MILITARY SCIENCE

Lieutenant Colonel Kelley L. Donham

## DEPARTMENT WEBSITE

657-278-3007

[hhd.fullerton.edu/militaryscience](http://hhd.fullerton.edu/militaryscience)

## PROGRAMS OFFERED

Leadership, Adventure, and Physical  
Fitness Training (no military obligation)  
Summer Leadership Internships and  
Military Schools to include Airborne  
and Army Air Assault Schools  
Minor in Military Science  
Second Lieutenant Commission  
(U.S. Army, Army Reserves or Army  
National Guard)

## FACULTY

Anthony Coates, Scott Eden, Vinh  
Hoang Tung Huynh, Cameron Larsuel,  
Jose Medina, Heber Meeks, Luis  
Padilla, Andrea Rodriguez, Minerva  
Rodriguez, Robert Ruiz, Tyler Rund,  
Tracy Trudell, Nelson Varas



enrolled in the two-year program are eligible for contracting under the same benefits, requirements and guidelines as the four-year students.

### **International Learning Opportunities in Military Science**

Summer Internship Program is an overseas culture immersion internship aimed at broadening the cultural understanding of junior officers. Since the Army is in a number of countries across the world, it is critical that young officers understand different cultures to ensure the building of strong relationships.

Advanced course students have an opportunity to attend overseas Cadet Troop Leadership Training (CTLT) for three weeks between their junior and senior years. CTLT gives cadets a chance to serve as an acting platoon leader with an actual active duty U.S. Army unit. Many of the CTLT positions are with overseas units in Korea and Europe. Additionally, commissioned second lieutenants selected for active duty will have the opportunity to serve at duty stations all over the world, work with fellow military officers from other countries, attend foreign military schools and immerse themselves in the culture of their host nation while they live and work there.

Interested contracted cadets with strong cumulative grade point averages and who are physically fit have the opportunity to be sent to a three-week Army Airborne School or 10-day Air Assault School.

### **MINOR IN MILITARY SCIENCE (12 UNITS)**

The Minor in Military Science minor consists of upper-division military science courses (MLSC 301, 302, 401, 402). Students interested in this program should seek additional information from the Military Science Program office.

### **GENERAL REQUIREMENTS**

All enrolled cadets will take courses corresponding to their academic standing in order to remain academically aligned.

#### *Freshman*

MLSC 101 Leadership and Personal Development (3)

MLSC 102 Introduction to Tactical Leadership (3)

#### *Sophomore*

MLSC 201 Innovative Team Leadership (3)

MLSC 202 Foundations of Tactical Leadership (3)

### **Leadership Training Course**

The Leadership Training Course (LTC) is four weeks of classroom and field training held during the summer at Fort Knox, KY. This course is an accelerated version of the two years of leadership development training cadets receive in the Basic Course. By transforming themselves through this rigorous training, cadets will qualify for enrollment in Advanced Army ROTC on campus – provided they have two years of college remaining (undergraduate or graduate). This course is for those who did not participate in military science during their freshman and sophomore years. It is not Army basic training and there are no drill sergeants.

#### *Junior*

MLSC 301 Adaptive Tactical Leadership (3)

MLSC 302 Leadership in Changing Environments (3)

### **Leadership Development and Assessment Course**

Every Army ROTC cadet who enters into the Advanced Course attends the Leadership Development and Assessment Course (LDAC) at Ft. Lewis, Wash. This course normally takes place between the junior and senior years of college and is the most important training event for an Army ROTC cadet. The 29-day training event incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. LDAC tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations.

#### *Senior*

MLSC 401 Developmental Leadership (3)

MLSC 402 Adaptive Leadership (3)

### **Required for Commissioning**

MLSC 450 Military History Seminar (3)

(or approved Military History course)

### **MILITARY SCIENCE COURSES**

Courses are designated as MLSC in the class schedule.

#### **101 Leadership and Personal Development (3)**

Introduces personal challenges and competencies that are critical for effective leadership. How personal development of life skills such as critical thinking, goal setting, time management, physical fitness and stress management relate to leadership, officer-ship and the Army profession. Includes physical training (PT) to build muscular endurance and unit cohesion. (1.5 hours lecture, 3 hours laboratory, 3 hours PT)

#### **102 Introduction to Tactical Leadership (3)**

Leadership fundamentals, such as setting direction, problem solving, listening, presenting briefs, providing feedback and using effective writing skills. Dimensions of leadership values, attributes, skills and actions in the context of practical, hands-on and interactive exercises. Includes physical training to build muscular endurance and unit cohesion. (2 hours lecture, 3 hours laboratory, 3 hours PT)

#### **201 Innovative Team Leadership (3)**

Dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of Army leadership framework: trait and behavioral theories. Aspects of personal motivation and team building in the context of planning, executing and assessing team exercises. Includes physical training to build muscular endurance and unit cohesion. (2 hours lecture, 3 hours laboratory, 3 hours PT)

### **202 Foundations of Tactical Leadership (3)**

Challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). Dimensions of terrain analysis, patrolling and operation orders. Theoretical basis of the Army leadership framework explores the dynamic of adaptive leadership in the context of military operations. Includes physical training to build muscular endurance and unit cohesion. (2 hours lecture, 3 hours laboratory, 3 hours PT)

### **301 Adaptive Tactical Leadership (3)**

Challenges cadets to study, practice and evaluate adaptive tactical leadership skills as they are presented with challenging scenarios related to squad tactical operations. Students receive systematic and specific feedback on their leadership attributes and actions. Includes physical training to build muscular endurance and unit cohesion. (3 hours lecture, 3 hours laboratory, 3 hours PT)

### **302 Leadership in Changing Environments (3)**

Increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Review aspects of combat, stability and support operations. Exploring, evaluating and developing skills in decision-making, persuading and motivating team members in the COE. Includes physical training to build muscular endurance and unit cohesion. (3 hours lecture, 3 hours laboratory, 3 hours PT)

### **401 Developmental Leadership (3)**

Develops proficiency in planning, executing and assessing complex operations, functioning as a member of a staff and providing performance feedback to subordinates. Situational opportunities to assess risk, make ethical decisions and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare students to make transition to becoming Army officers. Includes physical training to build muscular endurance and unit cohesion. (3 hours lecture, 3 hours laboratory, 3 hours PT)

### **402 Adaptive Leadership (3)**

Dynamics of leading in the complex situations of current military operations in the COE. Differences in customs and courtesies, military law, principles of war and rules of engagement in the face of international terrorism. Interacting with non-governmental organizations, civilians on the battlefield and host nation support. Includes physical training to build muscular endurance and unit cohesion. (3 hours lecture, 3 hours laboratory, 3 hours PT)

### **450 Military History Seminar (3)**

Selected case studies in military history as they relate to the modern challenges facing the American profession of arms. Emphasizes written reports, oral presentations, discussion and field study. This course satisfies commissioning requirements.



# Modern Languages and Literatures

College of Humanities and Social Sciences

## DEPARTMENT CHAIR

Reyes Fidalgo

## DEPARTMENT OFFICE/WEBSITE

Humanities 835A  
657-278-3534  
hss.fullerton.edu/ml

## PROGRAMS OFFERED

Bachelor of Arts in French, Japanese and Spanish  
Minor in French, German, Japanese, Portuguese and Spanish  
Master of Arts in Spanish  
Master of Science in Education  
Teaching English to Speakers of Other Languages (TESOL)  
Certificate in Teaching English to Speakers of Other Languages (TESOL)  
Business Language Concentrations:  
Bachelor of Arts in International Business – Chinese, French, German, Japanese, Portuguese, Spanish  
Single Subject Matter Preparation  
Program for Secondary Teaching  
Japanese and Spanish

## FACULTY

Nathan Carr, Fanny Daubigny, Hélène Domon, Janet Eyring, Reyes Fidalgo, Juan Carlos Gallego, Josefina Hess, James Hussar, Juan Ishikawa, Eric Lief, Jinghui Liu, C. George Peale, Sandra Pérez-Linggi, Setsue Shibata, Pilar Valero-Costa, Lydia Vélez, Kazuha Watanabe, Cheryl Zimmerman.

## INTRODUCTION

The Department of Modern Languages and Literatures is a diverse department that offers coursework from a multidisciplinary perspective in the languages, cultures, linguistics and literatures of a wide variety of world groups and populations. Our goal is to provide students with a strong humanistic foundation that will allow them to have successful careers in an ever-changing global community.

In learning other languages, we also gain insights into the thinking of other cultures (often very different from our own) that afford us the perspective necessary to critically examine our own cultural values.

Our programs are designed for those who wish to pursue more advanced studies of language and literature, as well as for the growing number of individuals who will find ability to communicate in other languages and sensitivity to other cultures important components in career preparation in the United States and abroad. They are designed for those planning careers in education, government, social services, translation and interpretation services, assessment, literature, the expanding areas of international business, diplomacy, travel, humanitarian and cultural organizations.

We strive to deepen students' knowledge about language and the humanities through various means—reading representative authors in their respective literatures, familiarizing students with the cultural traditions of the peoples whose language they study, and expanding students' knowledge of linguistics and socio-cultural contexts.

In addition to our degree and certificate programs, we offer coursework in Arabic, Chinese, Italian, Korean, Latin, Persian and Vietnamese.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

### Modern Languages and Literatures

The following goal and learning outcomes have been established for students pursuing a bachelor's degree in French, Japanese and Spanish:

#### *Linguistic and Literary Analysis*

- Understand language as a system and as a tool for communication
- Recognize discrete language segments
- Distinguish synchronic and diachronic factors of language variation and the catalysts behind such changes
- Interpret and distinguish literary works
- Identify the salient characteristics of different literary genres
- Incorporate literary terms appropriately into textual analysis
- Explain the socio-historical context of literary works

### *Cultural Awareness*

- Understand the historical and cultural roles of the French/Japanese/Hispanic countries and peoples in a global context
- Identify past and current regional trends in the French/Japanese/Hispanic world, as well as their implications

### *Academic Dialogue*

- Synthesize critic's ideas
- Distinguish between varying perspectives
- Formulate sound arguments and support them with appropriate evidence
- Demonstrate appropriate written and oral expression in the target language

### *Language Proficiency*

- Communicate effectively and in a culturally appropriate manner in oral and written form in a variety of social and professional circumstances

## **TESOL**

The following goals and learning outcomes have been established for students pursuing a degree in TESOL:

### *Achieve personal, civic, educational and career goals*

- Understand and know the nature of language, English language systems, language learning and language in culture
- Can effectively plan and sequence English as a Second (ESL) or English as Foreign Language (EFL) instruction in the school setting based on their knowledge of culture, sociolinguistics, pedagogy, second language acquisition, assessment and curriculum
- Prepared for careers as teachers or resource specialists in the field of teaching ESL or EFL and have specializations in such areas as culture and language, testing and research, and professional education

### *Develop the habit of intellectual inquiry and communicate effectively*

- Aware of philosophical and research foundations of second language acquisition and pedagogy
- Demonstrate English spoken and written language proficiency at a level commensurate with role as language models
- Studied at least two years of one foreign language or one year each of two different languages or possess the equivalent knowledge and skill
- Make judicious use of instructional resources and teaching strategies
- Use problem-solving and critical thinking in analyzing ESL/EFL instructional settings and materials with awareness of relevant language policy issues

- Self-directed learners who are able to demonstrate, articulate, reflect upon and evaluate what they have learned
- Can read and interpret research findings in the field

### *Use state-of-the-art technology*

- Understand the importance of equitable access to state-of-the-art technology and use of technology to enhance professional growth
- Know how to integrate advances in information technology (such as e-mail, internet, and database research) in their teaching and research
- Plan purposeful learning activities for students which incorporate multi-media resources and equipment

### *Work effectively in multicultural environments*

- Aware of and value the cultures of English-speaking peoples as well as other diverse cultures
- Intellectually sensitive and draw on the values, backgrounds, prior knowledge and interests of their diverse student populations
- Competent professionals who apply theoretical and methodological training to educational settings in the U.S. and abroad
- Hold a global perspective which seeks to uphold and safeguard human dignity

### *Work effectively in collaborative settings*

- Participate in faculty/student activities, research and instructional programs
- Participate in cross-unit collaborations on campus and in the community through tutoring programs, writing programs, learning resource centers, intensive language programs, and community-based centers

## **Language Concentration for International Business**

The Department of Modern Languages and Literatures offers language concentrations in Chinese, French, German, Japanese, Portuguese and Spanish. This component of the B.A. in International Business consists of 15 units of upper-division language study (including an internship). These courses, as well as the prerequisites, must be completed with a "C" (2.0) or better. For description of the international business program, please see the "International Business" section of this catalog.

## **Upper-Division Writing Requirement**

MLNG 301 satisfies the course portion of the upper-division writing requirement for all modern language majors.

## **Academic Standards Requirement**

Each course counted to fulfill requirements for the major or minor must be completed with a "C" (2.0) or better.



### Advanced Placement

Students should enroll at the point in the sequence of courses for which their previous study and/or experience has prepared them. Students with no language background should enroll in fundamental 101-level courses. Normally, two years of high school language study are considered to be equivalent to one year of college language. Students just completing two years of high school language should begin at 200-level intermediate courses.

Courses at the 101 level are not open to students who have completed two or more years of high school study or one term of college study in that language unless such study was completed three years or more before entering the class. Courses at the 102 level are not open to students who have completed two or more years of high school study or two terms of college study in that language unless such study was completed two years or more before entering the class. Language courses at the 100 level are not open to native speakers of that language.

Due to the sequential nature of language instruction, consultation with an adviser in the Department of Modern Languages and Literatures is essential before enrolling in courses.

### International Baccalaureate Program

Students entering the university with the International Baccalaureate shall request an oral interview with two instructors of the target language. Subject to their recommendation, the following credit may be awarded:

Students with the International Baccalaureate Higher Level Language Exam with a grade of four or better will have lower-division requirements waived, and upon recommendation will receive three to 12 units of upper-division language credit.

Students with the International Baccalaureate Subsidiary Level Language B Exam with a grade of four or better will have lower-division requirements waived, and upon recommendation will receive up to six units of upper-division language credit. If no upper-division units are recommended, a minimum of six units of 200-level credit will be awarded.

### BACHELOR OF ARTS IN FRENCH (120 UNITS)

The Bachelor of Arts in French consists of 30 units of upper-division French coursework, plus MLNG 301. Prior to undertaking upper-division work, French majors will have completed the following lower-division courses or their equivalents:

#### Lower-Division Requirements (20 units)

FREN 101 Fundamental French-A (5)  
FREN 102 Fundamental French-B (5)  
FREN 203 Intermediate French-A (3)  
FREN 204 Intermediate French-B (3)  
FREN 213 Intermediate Diction and Phonetics (2)  
FREN 214 Intermediate Conversation and Composition (2)

### Upper-Division Requirements (36 units)

#### Upper-Division Writing Requirement (3 units)

MLNG 301 Writing in an Intercultural Context (3)

#### Language (6 units)

FREN 307, 308, 310, 408

#### Linguistics (6 units)

FREN 300, 409, 466

#### Culture (6 units)

FREN 315\*, 325, 311, 407, 435T

#### Literature (6 units)

FREN 375\*, 470, 471, 472

### Capstone Seminar (3 units)

FREN 485\*

### Electives (6 units)

Select two additional 400-level, adviser-approved courses from the language, linguistics, culture and literature categories.

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\* Required

### MINOR IN FRENCH (12 UNITS)

Intermediate-level competency is required in French prior to pursuing the minor.

#### Upper-Division Requirements (12 units)

*Six units from the following:*

FREN 307 Advanced Composition and Grammar (3)  
OR FREN 308 Advanced Composition and Grammar (3)  
FREN 315 Origins of Modern France (3)  
OR FREN 325 Contemporary French Civilization (3)

*In consultation with an adviser, six units from the following, if not taken above:*

FREN 300; 307 OR 308; 310, 311; 315 OR 325; 375, 407, 408, 409, 415, 425, 435T, 466, 470, 471, 472, 475, 485

### MINOR IN GERMAN (12 UNITS)

Intermediate-level competency is required in German (GERM 204 or equivalent) prior to pursuing the minor.

#### Upper-Division Requirements (12 units)

Six units from the following:

GRMN 305; 315 OR 325

*In consultation with an adviser, six units from the following:*

GRMN 300, 310, 311, 315, 325, 335, 399, 400, 405, 466, 485T

## **BACHELOR OF ARTS IN JAPANESE (120 UNITS)**

The Bachelor of Arts in Japanese consists of 30 units of upper-division Japanese coursework, plus the required 3-unit upper-division English writing course, Modern Language (MLNG) 301. Prior to undertaking upper-division work, the Japanese major will have completed the following lower-division courses or their equivalents:

### **Lower-Division Requirements (20 units)**

JAPN 101 Fundamental Japanese-A (5)  
JAPN 102 Fundamental Japanese-B (5)  
JAPN 203 Intermediate Japanese-A (5)  
JAPN 204 Intermediate Japanese-B (5)  
JAPN 299 Directed Study (1-3)

### **Upper-Division Core Requirements (24 units)**

#### *Language (6 units)*

JAPN 305, 306, 307, 308, 310, 311

#### *Culture (6 units)*

JAPN 315 OR 316  
AND JAPN 450 OR 485T

#### *Literature (6 units)*

JAPN 375, 420, 440, 485T

#### *Linguistics (6 units)*

JAPN 466, 467, 468

### **Upper-Division Electives (9 units)**

Any courses listed above, if not taken as a core courses.

JAPN 499 may be taken with adviser approval.

## **MINOR IN JAPANESE (12 UNITS)**

Intermediate-level competency is required in Japanese prior to pursuing the minor.

### **Upper-Division Requirements (12 units)**

*Six units required from the following:*

JAPN 305\*, 306\*, 307\*, 308

*Six units from the following:*

JAPN 310, 311, 315, 316, 375, 420, 440, 450, 466, 468, 485T, 499

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\*Students with native or near-native proficiency are recommended to substitute an upper-division elective course in consultation with the major adviser.

## **MINOR IN PORTUGUESE (12 UNITS)**

Intermediate-level competency is required in Portuguese prior to pursuing the minor.

### **Upper-Division Requirements (12 units)**

PORT 310 Portuguese in the Business World (3)  
PORT 317 Advanced Conversation and Composition (3)  
PORT 320 Introduction to Luso-Brazilian Culture and Civilization (3)  
PORT 325 Contemporary Brazilian Civilization (3)

## **BACHELOR OF ARTS IN SPANISH (120 UNITS)**

The Bachelor of Arts in Spanish consists of 33 units of upper-division Spanish coursework, plus the required 3-unit upper-division English writing course, Modern Language (MLNG) 301. Prior to undertaking upper-division work, the Spanish major will have completed the following lower-division courses or their equivalents:

### **Lower-Division Requirements (17-22 units)**

SPAN 101/102 Fundamental Spanish (10)  
OR SPAN 105 Intensive Review of Fundamental Spanish (5)  
SPAN 203 Intermediate Spanish A (3)  
SPAN 204 Intermediate Spanish B (3)  
OR SPAN 202 Spanish for Spanish Speakers (3)  
SPAN 213 Intermediate Conversation\* (3)  
SPAN 214 Intermediate Composition (3)

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\*not open to native speakers.

### **Upper-Division Requirements (36 units)**

#### *Upper-Division Writing (3 units)*

MLNG 301 Writing in an Intercultural Context (3)

#### *Language (6 units)*

SPAN 301 Advanced Grammar and Composition (3)  
SPAN 400 Advanced Writing (3)

#### *Culture (6 units)*

SPAN 315 Introduction to Spanish Civilization (3)  
SPAN 316 Introduction to Spanish-American Civilization (3)

#### *Literature (9 units)*

SPAN 375 Introduction to Literary Forms (3)  
SPAN 430 Spanish Literature to Neoclassicism (3)  
OR SPAN 461 Spanish Literature Since Neoclassicism (3)  
SPAN 440 Spanish-American Literature to Modernismo (3)  
OR SPAN 441 Spanish-American Literature Since Modernismo (3)

### *Linguistics (6 units)*

SPAN 467 Spanish Morphology and Syntax (3)

SPAN 466 Spanish Phonology and Dialectology (3)

OR SPAN 468 Spanish-English Bilingualism and Language Contact (3)

### *Seminar (3 units)*

SPAN 475T Topics in Spanish Peninsular Literature (3)

OR SPAN 485T Topics in Spanish American Literature (3)

### *Elective (3 units)*

Any 400-level course not already taken, chosen in consultation with an adviser; 475T and 485T may be repeated with a different topic. SPAN 300, 310 and 311 not applicable.

## **MINOR IN SPANISH (12 UNITS)**

Intermediate-level competency is required in Spanish prior to pursuing the minor.

### **Upper-Division Requirements (12 units)**

*Six units from the following:*

SPAN 301 Advanced Grammar and Composition (3)

SPAN 315 Introduction to Spanish Civilization (3)

OR SPAN 316 Introduction to Spanish American Civilization (3)

*Two additional upper-division courses, chosen in consultation with an adviser, from the following:*

SPAN 300, 315, 316, 375, 400, 407, 408, 415, 416, 430, 440, 441, 461, 466, 467, 468, 475T, 485T

## **CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

In cooperation with the Department of English and Linguistics Programs, the Department of Modern Languages and Literatures offers a Certificate for Teaching English to Speakers of Other Languages (TESOL). The program consists of 24 units. In order to participate in the program, students must declare the TESOL Certificate along with their degree objective.

### **Admission Requirements**

1. A baccalaureate degree from an accredited institution;
2. a grade-point average of at least 2.7 in the last 60 semester units attempted and a 3.0 grade-point average in the major;
3. good standing at the last college attended;
4. at least two years of one foreign language, or one year each of two different foreign languages, or the equivalent with an average 3.0 GPA. This requirement will normally be waived for students from foreign countries who have studied English as a foreign language;
5. MLNG 301 with a "B-" (2.7) or better, or with program approval, the EWP with a score of 6 or better;

6. ENGL 303 with a "B-" (2.7) or better; and

7. oral and written proficiency in English to be determined during the student's first semester in the program. For non-native English-speaking applicants who completed their bachelors' degrees in a language other than English, a minimum IELTS score of 7.0 overall, a minimum TOEFL score of 573 for paper-based or 89 for the iBT, and a minimum score of 26 on the speaking section of the iBT or 7.0 on the speaking section of the IELTS (to be verified no later than at the end of the student's first semester in the program) are required.

### **Study Plan**

The study plan must include 24 units of committee-approved coursework: 12 units of core courses, three units of language pedagogy, six units of electives and three units for the practicum. All TESOL Certificate students must obtain a minimum "B-" (2.7) in each core course and a "B" (3.0) average in all core, language pedagogy and elective courses combined.

### **Core Courses (12 units)**

TESL 500 Fundamentals in TESOL (3)

TESL 509 Advanced Principles of TESOL: Listening/Speaking Focus (3)\*

TESL 510 Advanced Principles of TESOL: Reading/Writing Focus (3)\*

TESL 527 Second Language Acquisition (3)

### **Language Pedagogy (3 units)**

TESL 515 Pedagogical Grammar in TESOL (3)\*

OR TESL 520 Teaching Pronunciation and Oral Discourse in TESOL (3)\*

OR TESL 525 Teaching Vocabulary in ESL/EFL Classroom (3)

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\*In at least one of these courses each student will complete 16 hours of service learning at one of the sites approved by the TESOL Program.

### **Electives (6 units)**

*Select six units from the following:*

#### **Culture and Literature**

ANTH 412, 470

CHIC 450, 480

HCOM 420, 422, 522

READ 560

TESL 511, 545

400- and 500-level adviser-approved American Studies courses

400- and 500-level adviser-approved English or American literature courses

### ***Language and Linguistics***

ANTH 416

FREN/GRMN/JAPN/SPAN 466

JAPN/SPAN 468

LING 406, 412, 417, 442, 505, 507, 508

READ 514

SPAN 467

TESL 515, 520 or 525, if not taken as a language pedagogy course.

### ***Testing, Technology and Research***

ANTH 401

EDEL 511, 515, 518A, 518B, 522, 551, 590

EDSC 504, 524, 535

LING 501

PSYC 461, 465

READ 516, 520

TESL 530, 532

### ***Professional Education***

#### ***Elementary***

EDEL 434, 500, 515, 521, 528, 529, 530, 531, 536, 541, 542, 552, 553

READ 508

#### ***Secondary***

EDSC 410, 504, 524, 535, 540, 550

#### ***Adult/College***

ENGL 402, 402S, 590

READ 507, 581

### **Culminating Experience (3 units)**

TESL 596 TESOL Practicum (3)

The practicum is to be taken at the end of the program. Students must consult with an adviser the semester before the practicum. Prerequisites are TESL 500, 509, 510 and 527. The core and language pedagogy courses must be completed with an average of "B-" (2.7) or better in order for students to enroll in the practicum.

### **MASTER OF ARTS IN SPANISH (30 UNITS)**

#### **Admission to Graduate Standing – Conditionally Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information.

Candidates will need a B.A. with a minimum GPA of 3.0 in Spanish, consisting of at least 24 units (or equivalent) of upper-division studies. A candidate presenting a bachelor of arts that has fewer than 24 upper-division units in the language, or whose background is otherwise inadequate, will be required to take additional

courses with a minimum GPA of 3.0 to build a full undergraduate major before beginning the graduate program. The student must also demonstrate proficiency in English, either by passing the English Writing Proficiency exam or equivalent exam or by passing MLNG 301 or equivalent with a "C" (2.0) or better.

Satisfactory evaluation of language proficiency by committee is also required. Adaptations of certain admission requirements may be made for promising foreign students.

### **Graduate Standing – Classified**

A student who meets the requirements for conditionally classified graduate standing is eligible for classified graduate standing upon the development of an approved study plan, which should be done in consultation with the graduate adviser prior to the completion of nine graduate units.

### **Study Plan**

The study plan requires at least 18 units of 500-level courses, distributed as follows:

#### ***Required Core Courses (6 units)***

SPAN 500 Graduate Seminar: Advanced Structure and Style (3)

SPAN 530 Graduate Seminar: Historical Linguistics (3)

#### ***Graduate Seminars in Literature (12 units)***

##### ***Peninsular Literature (6 units)***

SPAN 556, 571, 575

##### ***Spanish-American Literature (6 units)***

SPAN 557, 567, 576T

##### ***Other Electives (12 units)***

Chose from 400- or 500-level courses (up to 6 of the 12 units may be taken in a related field with the approval of the adviser)

### **Comprehensive Exams**

All students are required to complete a reading list. Upon completion of all requirements, a final evaluation by a comprehensive written examination must be taken to demonstrate mastery of the fields. The examination consists of three separate tests: Linguistics, Peninsular Literature and Spanish-American Literature. A student who fails one test of the written examination will have the option of retaking the failed part, but only one time through another written examination. The graduate committee may administer a supplemental oral examination if it deems it appropriate. If the candidate fails all or any two parts of the examination, the entire process must be repeated. The candidate may, with the approval of the graduate committee, repeat the examination, but only once within two years.



## **MASTER OF SCIENCE IN EDUCATION TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (33 UNITS)**

### **Admission to Graduate Standing – Conditionally Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, the candidate must have a 3.0 grade-point average in the major.

### **Prerequisites**

1. Two years of one foreign language, or one year each of two different foreign languages or the equivalent, with an average 3.0 GPA;
2. MLNG 301, with a "B-" (2.7) or better, or with program approval, the EWP with a score of 6 or better;
3. ENGL 303 with a "B-" (2.7) or better;
4. one of the following: AMST 301, 345; ANTH 300, 360; CPLT 325; ENGL 300, 305, HCOM 320, or equivalent with a "B-" (2.7) or better; and
5. LING 406 with a "B-" (2.7) or better.
6. oral and written proficiency in English to be determined during the student's first semester in the program. For non-native English-speaking applicants who completed their bachelors' degrees in a language other than English, a minimum IELTS score of 7.0 overall, a minimum TOEFL score of 573 for paper-based or 89 for the iBT, and a minimum score of 26 on the speaking section of the iBT or 7.0 on the speaking section of the IELTS (to be verified no later than at the end of the student's first semester in the program) are required.

### **Study Plan**

The study plan must include 33 units of committee-approved coursework: 18 units of core courses, three units of language pedagogy, nine units of electives, and three units for the practicum, which includes a comprehensive examination. All TESOL students must obtain a minimum "B-" (2.7) in each core course and a "B" (3.0) average in all core, language pedagogy and elective courses combined.

### **Core Courses (18 units)**

- TESL 500 Fundamentals in TESOL (3)  
TESL 509 Advanced Principles of TESOL: Listening/Speaking Focus (3)\*  
TESL 510 Advanced Principles of TESOL: Reading/Writing Focus (3)\*  
TESL 527 Second Language Acquisition (3)  
TESL 560 Second Language Assessment (3)  
TESL 595 Curriculum and Program Design for TESOL (3)

### **Language Pedagogy (3 units)**

TESL 515\* OR 520\* OR 525

\*In at least one of these courses each student will complete 16 hours of service learning at one of the sites approved by the TESOL Program.

### **Electives (9 units)**

#### ***Culture and Literature***

ANTH 412, 470  
CHIC 450, 480  
HCOM 420, 422, 522  
READ 560  
TESL 511, 545  
400- and 500-level adviser-approved American Studies courses  
400- and 500-level adviser-approved English or American literature courses

#### ***Language and Linguistics***

ANTH 416  
FREN/GRMN/JAPN/SPAN 466  
JAPN/SPAN 468  
LING 412, 417, 442, 505, 507, 508  
READ 514  
SPAN 467  
TESL 515, 520 or 525, if not taken as a language pedagogy course

#### ***Testing, Technology and Research***

ANTH 401  
EDEL 511, 515, 518A, 518B, 522, 551, 590  
EDSC 504, 524, 535  
LING 501  
PSYC 461, 465  
READ 516, 520  
TESL 530, 532

#### ***Professional Education***

##### ***Elementary***

EDEL 434, 500, 521, 528, 529, 530, 531, 536, 541, 542, 552, 553  
READ 508

##### ***Secondary***

EDSC 410, 522, 536, 540, 550

##### ***Adult/College***

ENGL 402, 402S, 590  
READ 507, 581

### **Culminating Experience (3 units)**

#### **TESL 596 TESOL Practicum (3)**

The practicum is to be taken at the end of the program.

Students must consult with an adviser the semester before the practicum. Prerequisites are TESL 500, 509, 510 and 527. The core and language pedagogy courses must be completed with an average of "B-" (2.7) or better in order for students to enroll in the practicum.

### **Comprehensive Examination**

After completing all coursework, students must take a written examination covering all the courses taken in the program. An oral examination may also be required. The candidate may, with the approval of the graduate committee, repeat the examination, but only once within two years of having taken it for the first time. For further information, contact the TESOL graduate program adviser in the Department of Modern Languages and Literatures.

### **ARABIC COURSES**

Courses are designated ARAB in the class schedule.

#### **101 Fundamental Arabic-A (5)**

Introduction to essentials of Modern Standard Arabic vocabulary and structures. Emphasis on basic reading, writing and conversational skills using culturally appropriate language. Conducted primarily in Arabic. Not for educated native speakers.

#### **102 Fundamental Arabic-B (5)**

Prerequisite: ARAB 101 or equivalent. Continuation of systematic introduction of fundamental vocabulary and grammatical structures of Modern Standard Arabic. Emphasis on sustained development of reading/writing and speaking skills along with considerations of Arabic culture. Conducted primarily in Arabic.

#### **201 Arabic for Arabic Speakers-A (3)**

Prerequisite: Basic conversation in Arabic. Intermediate course to develop communicative skills in Arabic for heritage students, based on cultural and literary materials. Reading, writing, listening and speaking in Modern Standard Arabic, as well as an introduction to colloquial Arabic Dialects. Conducted in Arabic.

#### **202 Arabic for Arabic Speakers-B (3)**

Prerequisite: ARAB 201 or intermediate competency in Arabic. Intermediate course to strengthen communicative skills in Arabic for heritage students based on cultural and literary materials. Reading, writing, listening and speaking in Modern Standard Arabic and several colloquial Arabic dialects. Conducted in Arabic.

#### **203 Intermediate Arabic-A (3)**

Prerequisite: ARAB 102 or equivalent. Instruction in listening and reading comprehension, and oral and writing practice, in Arabic based on cultural and literary materials, with further development in vocabulary and grammar. Conducted primarily in Arabic.

### **299 Directed Study (1-3)**

Supervised research projects in Arabic language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

### **499 Independent Study (1-3)**

Supervised research projects in Arabic language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

### **CHINESE COURSES**

Courses are designated CHIN in the class schedule.

#### **100 Introduction to Chinese Conversation (3)**

Introduction to spoken Mandarin Chinese, with emphasis on vocabulary development, use of common phrases and sentences, and culturally appropriate language at beginning levels. Conducted primarily in Chinese.

#### **101 Fundamental Chinese-A (5)**

For non-native speakers of Chinese. Development of listening and reading comprehension and speaking. Introduction of writing and development of cultural awareness to communicate on a basic level. Conducted primarily in Chinese.

#### **102 Fundamental Chinese-B (5)**

Prerequisite: CHIN 101 or equivalent. For non-native speakers of Chinese. Continued development of listening and reading comprehension, speaking and writing to communicate on a basic level. Conducted primarily in Chinese.

#### **201 Mandarin Chinese for Chinese Speakers-A (3)**

Prerequisites: elementary high oral competency, able to read and write at least 500 characters or consent of the instructor. Expands learners' oral competencies and develop their reading and writing up to 800 characters. Conducted primarily in Chinese.

#### **202 Mandarin Chinese for Chinese Speakers-B (3)**

Prerequisites: elementary high oral competency, able to read and write at least 800 characters or consent of the instructor. Expands learners' oral competencies and develop their reading and writing up to 1200 characters. Conducted primarily in Chinese.

#### **203 Intermediate Chinese-A (5)**

Prerequisites: CHIN 102 or equivalent. Instruction in listening and reading comprehension, and oral and writing practice, in Chinese based on cultural and literary materials, with further development in vocabulary and grammar. Conducted primarily in Chinese.

### **204 Intermediate Chinese-B (5)**

Prerequisite: CHIN 203. Continued development of communicative competence in Mandarin Chinese, focusing on listening, speaking, reading, writing and culture. Vocabulary building and developing grammatical accuracy. Conducted in Mandarin Chinese.

### **299 Directed Study (1-3)**

Supervised research projects in Chinese language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

### **301 Advanced Writing in Chinese (3)**

Prerequisites: CHIN 204. Advanced levels of written expression through expository writing and research writing related to specific themes. Provides a basis of discussion, systematic study of complex modes of expression, and thoughtful compositions. Conducted in Chinese.

### **310 Mandarin Chinese in the Business World (3)**

Prerequisite: intermediate low competency in reading, writing and speaking Mandarin Chinese. (Testing may be required.) Working knowledge of oral and written Mandarin Chinese business language. Emphasizes cultural, social and economic contexts of business procedures; business correspondence, conversation between business partners, and the language of advertising. Conducted in Chinese.

### **311 Mandarin Chinese for International Business (3)**

Prerequisites: intermediate middle competency in reading, writing and speaking of Mandarin Chinese. (Testing may be required.) Expand vocabulary, reading comprehension and oral and written analysis of materials dealing with cultural, social, economic and political realities in the Chinese-speaking business world. Overview of the Chinese economy, major trade relations and business practices. Conducted in Chinese.

### **315 Introduction to Chinese Civilization (3)**

Prerequisites: intermediate high competency in reading, writing and speaking Mandarin Chinese; CHIN 202 or equivalent. (Testing may be required.) Social, intellectual and artistic heritage of Chinese civilization. Reading and discussion of characteristics of Chinese civilization while strengthening linguistic facility in Mandarin Chinese. Conducted in Chinese.

### **325 Contemporary Chinese Culture (3)**

Prerequisites: intermediate high competency in reading, writing and speaking Mandarin Chinese; CHIN 202 or equivalent. Reading and discussion to develop understanding of the social, political, economic and intellectual problems, trends and issues of present-day China while strengthening linguistic ability in Mandarin Chinese. Conducted in Chinese.

### **407 Chinese Film (3)**

Prerequisite: CHIN 325. Development of contemporary Chinese culture, literature and society. How films are capable of expressing social, historical, political and cultural changes. Conducted in Mandarin Chinese.

### **466 Introduction to Chinese Linguistics (3)**

Prerequisite: CHIN 301 or equivalent. Introduction to the Chinese language as a subject of linguistic investigation. Topics include the structure (phonology, morphology, syntax, semantics) and the history of the Chinese language, characteristics of Chinese dialects and the writing system.

### **499 Independent Study (1-3)**

Supervised research projects in Chinese language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

## **FOREIGN LANGUAGE EDUCATION COURSES**

Courses are designated as FLED in the class schedule.

Also see Single Subject Program in the College of Education.

### **307 Personal Proficiency in Educational Technology for Second Language Teachers (3)**

Prerequisite: EDSC 310. Developing proficiency in the use of classroom technologies. Training in computer terminology, spreadsheets, word processing, publication and presentation applications; Internet searches, information literacy, electronic communication issues. Meets state requirements for Single Subject Preliminary Credential.

## **FRENCH COURSES**

Courses are designated FREN in the class schedule.

### **101 Fundamental French-A (5)**

Introduces essentials of the French language: fundamental vocabulary and grammatical structures. Conversational and reading/writing skills are equally stressed, and relevant cultural aspects are considered. Practice in the language laboratory required. Conducted in French.

### **102 Fundamental French-B (5)**

Prerequisite: FREN 101 or equivalent. Continues introduction of fundamental vocabulary and grammatical structures. Maintains equal emphasis on speaking and reading/writing skills, along with considerations of French culture. Practice in the language laboratory is required. Conducted in French.

### **203 Intermediate French-A (3)**

Prerequisite: FREN 102 or equivalent. Corequisite: FREN 213 recommended. Intensive practice in conversation and composition involving intermediate-level use of language and further exploration of French culture. Practice in the language laboratory is required. Conducted in French.

### **204 Intermediate French-B (3)**

Prerequisite: FREN 203. Corequisite: FREN 214 recommended. Intensive review of grammatical structures; developing mastery of conversational and compositional skills at the intermediate level. Practice in the language laboratory is required. Conducted in French.

### **213 Intermediate Diction and Phonetics (2)**

Prerequisite: FREN 102 or equivalent. Corequisite: FREN 203 recommended. Analysis of particular problems in pronunciation. Practice in accurately pronouncing cultural and literary materials. Conducted in French.

### **214 Intermediate Conversation and Composition (2)**

Prerequisite: FREN 203. Corequisite: FREN 204 recommended. Discussion and practice in written expression based on cultural and literary materials. Conducted in French.

### **300 Advanced Oral Expression and Phonetics (3)**

Prerequisite: FREN 204, 214 or equivalent. Developing oral control of the language through discussions, oral presentations, dialogues/ debate and further study of phonetics. Vocabulary development in areas of student concerns. Conducted in French.

### **307 Advanced Composition and Grammar (3)**

Prerequisite: FREN 204, 214 or equivalent. Helps achieve advanced levels of oral and written expression. Literary materials provide a basis for discussions, systematic study of complex modes of expression and thoughtful compositions. Grammar emphasizes verbal structures, sequence of tenses and moods. Conducted in French.

### **308 Advanced Composition and Grammar (3)**

Prerequisite: FREN 204, 214 or equivalent. Helps achieve advanced levels of oral and written expression. Literary materials provide a basis for discussions, systematic study of complex modes of expression and thoughtful compositions. Grammar emphasizes relational aspects: prepositions, conjunctions and adjectival agreement. Conducted in French.

### **310 French in the Professional World (3)**

Prerequisite: FREN 204, 214 or equivalent. Working knowledge of spoken and written professional language usage in the French-speaking world. Emphasizes cultural and sociological contexts of professional interaction. Use of appropriate current periodicals and electronic resources. Conducted in French.

### **311 French for International Business (3)**

Prerequisites: FREN 204, 214. Designed to give students experience in reading comprehension and analysis of materials dealing with economic and political realities of international trade in the French-speaking world. Use of appropriate current periodicals and electronic resources. Conducted in French.

### **315 Origins of Modern France (3)**

Prerequisite: FREN 204 or equivalent. Social, intellectual and artistic origins of French civilization: the medieval world-view transformed by the Renaissance; feudal society becoming the ancient regime. Literary selections will be read in modern French. Conducted in French.

### **325 Contemporary French Civilization (3)**

Prerequisite: FREN 204, 214 or equivalent. Contemporary French culture organized along the lines of economics, geography, political life, social and artistic institutions. Current events are illustrated by recent documents (TV news, internet, videos, articles, films) and activities, including group presentations and debates. Conducted in French.

### **375 Explorations in Literature (3)**

Prerequisite: FREN 204, 214 or equivalent. Promotes deeper understanding and appreciation of French literary texts. Each genre (narrative, dramatic, poetic) introduces great writers. In-depth study of selected works initiates students to critical modes of reading and tools for literary analysis. Conducted in French.

### **407 French Film (3)**

Prerequisite: FREN 307, 308 or equivalent. Developing art of the French film, with special emphasis on the many roles of language. Subjects include: montage, visual/verbal meaning, literary/cinematic narrative, non-realistic language, read language, non-narrative continuity. Conducted in English.

### **408 Advanced Writing: Syntax and Morphology (3)**

Prerequisite: FREN 307, 308 or equivalent. Mastery of forms and structure of the French language. Analysis and guided composition of various styles of discourse. Detailed study of mood, sequence of tenses, voice, aspects and nuances of meaning. Conducted in French.

### **409 Techniques of French-English Translation (3)**

Prerequisite: FREN 307, 308 or equivalent. Overview of theories of translation; examination of several types and examples of translation (technical to literary). Major emphasis on actual translation from English to French and French to English.

### **415 French Classicism (3)**

Prerequisites: FREN 307, 375. Decisive moment in French experience. Focuses on literature of the Classic period (1660-1685), but open at both ends to include the formation and perennality of French Classicism. Conducted in French.

### **425 French Romanticism (3)**

Prerequisites: FREN 307, 375. Revolution in feeling and intellect in 19th-century France. The Romantic period (1820-1850). May include material preceding or following those dates. Conducted in French.



**435T Topics in French/Francophone Culture (3)**

Prerequisites: FREN 307 or 308 and 325 or equivalent. Different “texts” (cinema, the media, internet, literature, art) centered around cultural topics (e.g., “City and Country,” “The Outsider”). Tools to understand French-speaking culture(s), from recent social issues to classic art and literature. Course may be taken up to three times with a different topic. Conducted in French.

**466 Introduction to French Linguistics (3)**

Prerequisite: FREN 307 or 308. Analytical procedures of general linguistics applied to French. Structural contrasts between French and English. Application of linguistic analysis to the teaching of modern foreign languages. Conducted in French.

**470 French Literature and Power (3)**

Prerequisites: FREN 307 or 308 and 375 or equivalent. Socio-political dimensions of French literature throughout its history. Expressions of alliance with, or resistance to, the established political order will be studied from the medieval epic through 20th century literary texts. Conducted in French.

**471 Literature and the Human Psyche (3)**

Prerequisites: FREN 307 or 308, and 375 or equivalent. Psychological explorations in French literature through texts that provide insights into the human psyche and shape our notion of the self at different moments of French cultural history. A variety of works will be studied, from the Renaissance through the 20th century. Conducted in French.

**472 Philosophical Exploration in Literature (3)**

Prerequisites: FREN 307 or 308 and 375 or equivalent. Philosophical dimensions of French literature throughout its history. Interrogations about the human condition, and the role and place of human consciousness in the universe will be guiding theme in texts ranging from the Renaissance through the 20th century. Conducted in French.

**475 Seminar in 20th-Century French Literature (3)**

Prerequisites: FREN 307, 315, 375. Transformation of genres in 20th century French literature (New Theatre, New Novel, New Criticism) leading to the re-examination of the institution of literature itself. Conducted in French.

**485 Senior Seminar in French Studies (3)**

Prerequisites: FREN 307, 315, 325, 375; and 470, 471 or 472. Students develop individualized research projects to integrate and expand knowledge and skills. Analyze and synthesize, debate, and evaluate their own and other students’ projects on social, literary, linguistic, cultural, and/or philosophical issues related to the French-speaking world. May be repeated for credit with different topic.

**499 Independent Study (1-3)**

Supervised projects in French language, linguistics, culture or literature. Consent of the instructor and department chair required. May be repeated for credit.

**500 Graduate Seminar: Advanced Structure and Style (3)**

Prerequisite: graduate standing. Comparative analysis of English and French linguistic structures systematically applied in exercises and translations; and analysis of style in French with discussion of styles in a variety of literary and non-literary texts. Conducted in French.

**520 Graduate Seminar: Old French (3)**

Prerequisite: graduate standing. Readings in the medieval literature of northern France. A variety of dialects and centuries. Conducted in French.

**530 Graduate Seminar: Historical Linguistics (3)**

Prerequisite: FREN 466. Some previous study of Latin recommended. Introduction to the principles of historical linguistics. Transformation of classical Latin (phonology, morphology, syntax and lexicon) into contemporary French. Conducted in French.

**557 Graduate Seminar: French Poetry (3)**

Prerequisite: graduate standing. Poetry of French expression that focuses on specific poets or poetic movements while situating them in their historical context. Various critical strategies may be used to analyze the selected works. Conducted in French.

**571 Graduate Seminar: French Prose (3)**

Prerequisite: graduate standing. Narrative genre in French focusing on specific texts or movements while situating them in their historical context. Various critical strategies may be used to analyze these texts. Conducted in French.

**575 Graduate Seminar: French Drama (3)**

Prerequisite: graduate standing. Chronological overview of French drama. Treats, in each period, relationships between society, dramatic and theatrical forms, typical thematic content of plays, and the social role of theater. Conducted in French.

**576T Graduate Seminar: Major Writers (3)**

Prerequisite: graduate standing. May be repeated for credit. Conducted in French.

**579 Francophone Literature (3)**

Prerequisite: graduate standing. Francophone literatures (Quebec, West Indies, Maghreb and black Africa) since the 1950s. Linguistic, artistic and socio-political issues raised in the literature of these ex-colonies. Conducted in French.

**598 Thesis (3-6)**

Prerequisite: recommendation of student’s graduate committee.

**599 Independent Graduate Research (1-3)**

Prerequisites: fluency in French, graduate standing and consent of instructor. Supervised research projects in French language, linguistics, culture or literature. May be repeated for credit.

## GERMAN COURSES

Courses are designated GRMN in the class schedule.

### 101 Fundamental German-A (5)

Develop listening and reading comprehension, speaking and cultural awareness to communicate on a basic level. Introduction to customs and culture of German-speaking countries. Conducted primarily in German.

### 102 Fundamental German-B (5)

Prerequisite: GRMN 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing and cultural awareness to communicate on a basic level. Further study of customs and culture of German-speaking countries. Conducted primarily in German.

### 203 Intermediate German-A (3)

Prerequisite: GRMN 102 or equivalent. Develop listening comprehension and speaking. Vocabulary building and developing conversational skills. Conducted in German. May be taken concurrently with GRMN 204, 213 or 214.

### 204 Intermediate German-B (3)

Prerequisite: GRMN 102 or equivalent. Develop listening and reading comprehension and writing. Vocabulary building and developing writing competency. Conducted in German. May be taken concurrently with GRMN 203, 213 or 214.

### 213 Intermediate Reading-A (2)

Prerequisite: GRMN 102 or equivalent. Develop reading comprehension using edited and basic authentic materials. May be taken concurrently with GRMN 203 or 204. Conducted in German.

### 214 Intermediate Reading-B (2)

Prerequisite: GRMN 213 or equivalent. Continued refinement of reading comprehension based on authentic materials. May be taken concurrently with GRMN 203 or 204. Conducted in German.

### 299 Directed Study (1-3)

Prerequisite: consent of instructor and department chair. Supervised study projects in the German language. May be repeated for credit.

### 300 German Conversation (3)

Prerequisites: GRMN 204 or equivalent and intermediate competency. Open to lower-division students with consent of instructor. Develop oral competencies in the context of students' own or contemporary concerns. Conducted in German.

### 305 Advanced Conversation and Composition (3)

Prerequisites: GRMN 204 or equivalent and intermediate competency. Open to lower-division students with consent of instructor. Free oral and written expression. Conducted in German.

### 310 German in the Business World (3)

Prerequisites: GRMN 203, 204, 213, 214 or equivalent and intermediate competency. Working knowledge of business language in the German-speaking world. Business correspondence, conversation between business partners and the language of advertising. Conducted in German.

### 311 German for International Business (3)

Prerequisites: GRMN 203, 204, 213, 214 or equivalent and intermediate competency; GRMN 310 recommended. Expands reading comprehension through authentic texts and on building vocabulary of the German business world, and overview of the German economy and business practices. Conducted in German.

### 315 Introduction to German Civilization (3)

Prerequisites: GRMN 204 or equivalent and intermediate competency. Readings and discussions in German literature, arts and institutions to develop insights into German culture. Conducted in German.

### 325 Current Trends in Culture of German-Speaking Peoples (3)

Prerequisites: GRMN 204 or equivalent and intermediate competency. Readings and discussion of German contributions to present-day civilization while strengthening facility with German language. Conducted in German.

### 335 Introduction to Literature (3)

Prerequisites: GRMN 305 and advanced competency. Introduction to the art of literature in a cultural context. Analyze and interpret various texts. Conducted in German.

### 399 German Phonetics (3)

Prerequisite: intermediate competency. Analysis of students' pronunciation and intensive practice of phonetic patterns, including intonation. Develop conversational competency. May be repeated for credit; but may count only once toward German major.

### 400 Advanced Conversation Practice and Vocabulary Expansion (3)

Prerequisite: GRMN 305. Intensive oral practice with emphasis on vocabulary expansion. Conducted in German.

### 405 Advanced Writing and Speaking (3)

Prerequisite: GRMN 305. Practice writing on various topics in detail, expressing hypotheses and presenting arguments or points of view accurately and effectively. Development differences of formal and informal style. Conducted in German.

### 430 German Literature and Culture to the Baroque (3)

Prerequisites: GRMN 305, 315, 335. Masterpieces of German literature from the Hildebrandslied to Der Abenteuerritter Simplicissimus and their relationship to cultural, historical and intellectual developments between ca. 800-1670 A.D. Conducted in German.

**450 19th-Century German Literature and Culture (3)**

Prerequisites: GRMN 305, 315, 335. Nineteenth-century German literature from Romanticism to Naturalism. Decisive philosophic, political and economic influences. Conducted in German.

**460 20th-Century German Literature and Culture (3)**

Prerequisites: GRMN 305, 315, 335. Major German prose, drama and poetry of the 20th century. Conducted in German.

**466 Introduction to German Linguistics (3)**

Prerequisite: GRMN 305. Analytical procedures of general linguistics as applied to German. Structural contrasts between German and English. Application of linguistic analysis to the teaching of modern foreign languages.

**482 German Literature and Culture in Film (3)**

Prerequisite: advanced standing in literature. Literary works and their film adaptations, as well as a critical analysis of film as communication. May be repeated for credit with different film syllabus.

**485T Senior Seminar in German Literature (3)**

Prerequisite: senior standing in German. Research and discussion of a literary movement, genre or author. Subject varies and is announced in the class schedule. May be repeated for credit with different topic. Conducted in German.

**499 Independent Study (1-3)**

Supervised research projects in German language or literature to be taken only with consent of instructor and department chair. May be repeated for credit.

**500 Graduate Seminar: Advanced Structure and Style (3)**

Prerequisite: consent of instructor. Comparative, rhetorical analysis of German and English linguistic structures systematically applied in exercises and translations. Varieties of writing styles by analyzing literary as well as non-literary texts. Conducted in German.

**530 Graduate Seminar: Historical Linguistics (3)**

Prerequisites: GRMN 466 and consent of instructor. Introduction to the principles of historical linguistics. Development of German from Indo-European to contemporary German by examining phonological, morphological and syntactical changes through the centuries. Conducted in German.

**571T Graduate Seminar: German Literature (3)**

Prerequisite: consent of instructor. Various genres in German that focus on specific texts or movements within a cultural context. May be repeated for credit with a different topic. Conducted in German.

**598 Thesis (3-6)**

Prerequisite: recommendation of student's graduate committee.

**599 Independent Graduate Research (1-3)**

Prerequisites: advanced competency and consent of instructor. Supervised research projects in German language or literature. May be repeated for credit.

**ITALIAN COURSES**

Courses are designated ITAL in the class schedule

**101 Fundamental Italian-A (5)**

Develop listening and reading comprehension, speaking and writing, and cultural awareness to communicate on a basic level with a focus on oral expression. Introduction to Italian customs, culture and civilization. Conducted primarily in Italian.

**102 Fundamental Italian-B (5)**

Prerequisite: ITAL 101 or equivalent. Continued development of listening and reading comprehension, speaking and writing, and cultural awareness to communicate on a basic level with an emphasis on oral expression. Further study of Italian customs, culture and civilization. Conducted primarily in Italian.

**203 Intermediate Italian-A (3)**

Prerequisite: ITAL 102 or equivalent. Listening and reading comprehension, and oral and writing practice in Italian based on cultural and literary materials, with further development in vocabulary and grammar with an emphasis on oral expression. Conducted primarily in Italian.

**299 Directed Study (1-3)**

Supervised research projects in Italian language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

**499 Independent Study (1-3)**

Supervised research projects in Italian language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

**JAPANESE COURSES**

Courses are designated JAPN in the class schedule.

**100 Japanese Conversation for Beginners (3)**

Introduction to spoken Japanese, with emphasis on vocabulary development at the beginning levels. For students who would like to learn conversational Japanese without having to learn the writing system.

**101 Fundamental Japanese-A (5)**

Develop listening and reading comprehension, speaking, writing and cultural awareness to communicate on a basic level. Introduction to Japanese customs, culture and civilization.

**102 Fundamental Japanese-B (5)**

Prerequisite: JAPN 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing and cultural awareness to communicate on a basic level. Further study of Japanese customs, culture and civilization.

**203 Intermediate Japanese-A (5)**

Prerequisite: JAPN 102 or equivalent. Develop listening and reading comprehension, and oral and written practice in Japanese based on cultural and literary materials. Review of grammar. Conducted primarily in Japanese.

**204 Intermediate Japanese-B (5)**

Prerequisite: JAPN 203 or equivalent. Continued development of listening and reading comprehension, and oral and written practice in Japanese based on cultural and literary materials. Review of grammar. Conducted primarily in Japanese.

**299 Directed Study (1-3)**

Prerequisite: JAPN 102 or equivalent. Supervised study projects in Japanese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

**305 Advanced Japanese-A (3)**

Prerequisite: JAPN 204 or equivalent. Practice in four skills of advanced Japanese emphasizing reading comprehension in the context of contemporary concerns. Conducted in Japanese.

**306 Advanced Japanese-B (3)**

Prerequisite: JAPN 204 or equivalent. Practice in four skills of advanced Japanese emphasizing reading comprehension in the context of contemporary concerns. Conducted in Japanese.

**307 Advanced Spoken Japanese (3)**

Prerequisite: JAPN 204 or equivalent. Spoken aspect of advanced Japanese through dialogues, discussions and oral presentations in the context of contemporary concerns. Conducted in Japanese.

**308 Advanced Grammar and Composition (3)**

Prerequisite: JAPN 204 or consent of instructor. Advanced level of written expression in Japanese and cultural awareness through reading and writing on various topics. Further development of writing skills in Japanese using "kyoiku-kanji" with accurate grammar.

**310 Japanese for Business (3)**

Prerequisite: JAPN 204. Practical vocabulary and structure of business language, as well as the cultural background of business procedures in the Japanese business world. Conducted in Japanese.

**311 Japanese for International Business (3)**

Prerequisite: JAPN 204. Vocabulary and language structures for Japanese in the international business world and related economic situations. Comprehension of business terminology through conversation, reading and writing. Conducted in Japanese.

**315 Introduction to Japanese Civilization (3)**

Prerequisite: JAPN 204 or equivalent. Readings and lectures in Japanese literature, arts and institutions from earliest history to 1868, to develop insights into Japanese culture while strengthening facility in the language. Conducted primarily in Japanese.

**316 Modern Japan (3)**

Prerequisites: JAPN 204, 315. Readings and lectures in Japanese literature, arts and institutions from 1868 to the present, to develop insights into Japanese culture while strengthening facility in the language. Conducted primarily in Japanese.

**375 Introduction to Literary Forms (3)**

Prerequisite: JAPN 306. Introduction to literary forms and concepts of literary techniques. Analysis and interpretation of various texts. Conducted primarily in Japanese.

**390 Japanese Culture and Society: Anime (3)**

Prerequisite: completion of General Education Category C.2. Japanese culture and society, as well as multicultural analysis of global issues as reflected in Japanese animated films. Conducted in English.

**420 Medieval Japanese Literature (3)**

Prerequisite: JAPN 375. Masterpieces of Japanese literature from eighth to 16th centuries and their relationship to cultural, historical and intellectual developments in these eras. Conducted primarily in Japanese.

**440 Introduction to Modern Japanese Literature (3)**

Prerequisite: JAPN 375. Literary use of language, literary creation, reading and critical evaluation of literary works. Reading excerpts of modern Japanese literary works on various topics. Conducted primarily in Japanese.

**450 Japanese Culture and Society in Film (3)**

Prerequisite: at least one class from JAPN 305–308. Development of modern Japanese culture and society using film that reflects important Japanese cultural and social concepts, and ways of looking at and dealing with the world. Conducted primarily in Japanese.

**466 Introduction to Japanese Linguistics (3)**

Prerequisite: JAPN 306 or equivalent. Analytical procedures of general linguistics as applied to phonological, semantic, morphological, syntactic and discourse aspects of Japanese. Conducted primarily in Japanese.

**467 Japanese Language and Society (3)**

Prerequisites: JAPN 305, 306, 307 or 308, or equivalent; and JAPN 466 or equivalent. Introduces methodology for analyzing Japanese language in its social dimension. Topics include major dialectal areas in Japan and their linguistic characteristics, social class and language, and language and gender.



#### **468 Japanese-English Contrastive Analysis (3)**

Prerequisites: JAPN 306, 466 (may be taken concurrently) or equivalent. Contrastive analysis of phonological, lexical, syntactic and discourse aspects of Japanese and English. Conducted primarily in Japanese.

#### **485T Senior Seminar: Variable Topics in Japanese (3)**

Prerequisites: JAPN 305 or 306 and at least one 400-level course in Japanese. Research and discussion of a cultural, literary or linguistic theme. Subject varies and is announced in the class schedule. May be repeated for credit with a different topic. Conducted primarily in Japanese.

#### **499 Independent Study (1-3)**

Supervised projects in Japanese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

### **KOREAN COURSES**

Courses are designated KORE in the class schedule.

#### **101 Fundamental Korean-A (5)**

Develop listening and reading comprehension, speaking and writing, and cultural awareness to communicate on a basic level. Introduction to Korean customs, culture and civilization. Conducted primarily in Korean.

#### **102 Fundamental Korean-B (5)**

Prerequisite: KORE 101 or equivalent. Continued development of listening and reading comprehension, speaking and writing, and cultural awareness to communicate on a basic level. Further study of Korean customs, culture and civilization. Conducted primarily in Korean.

#### **203 Intermediate Korean-A (3)**

Prerequisite: KORE 102 or equivalent. Listening and reading comprehension, as well as oral and writing competence in Korean involving intermediate level language based on cultural materials with further exploration of Korean culture. Conducted primarily in Korean.

#### **299 Directed Study (1-3)**

Supervised research projects in Korean language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

#### **499 Independent Study (1-3)**

Supervised research projects in Korean language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

### **MODERN LANGUAGE COURSES**

Courses are designated as MLNG in the class schedule.

#### **196 Student-to-Student Tutorials (1-3)**

(See index)

#### **301 Writing in an Intercultural Context (3)**

Prerequisite: 315, 316 or 325 in the appropriate language major. Expository writing and research writing related to intercultural themes. Meets the classroom portion of the upper-division writing requirement for foreign language majors.

#### **495 Internship in Foreign Languages (3)**

Prerequisites: 310 and 311 courses in the appropriate language and consent of instructor. Supervised field experience in multinational businesses locally or abroad. Daily use of a foreign language on the job and concurrent enrollment in a Mihaylo College of Business and Economics internship are required. Credit/No Credit Course.

#### **496 Student-to-Student Tutorials (1-3)**

(See index)

### **PERSIAN COURSES**

Courses are designated PERS in the class schedule.

#### **101 Fundamental Persian-A (5)**

Develop listening and reading comprehension, speaking and writing, and cultural awareness to communicate on a basic level. Included is an introduction to Persian customs, cultures and civilization. Conducted primarily in Persian.

#### **102 Fundamental Persian-B (5)**

Prerequisite: PERS 101 or equivalent. Continued development of listening and reading comprehension, speaking and writing, and cultural awareness to communicate on a basic level. Further study of Persian customs, cultures and civilization. Conducted primarily in Persian.

#### **201 Persian for Persian Speakers-A (3)**

Prerequisite: basic conversation in Persian. Intermediate course to strengthen existing communicative skills and cultural knowledge in Persian. Oral expression, vocabulary expansion, grammar and specifically, reading and writing. Conducted mainly in Persian.

#### **202 Persian for Persian Speakers-B (3)**

Prerequisite: PERS 201 or intermediate native fluency in Persian. Strengthens existing communicative skills and cultural knowledge developed in PERS 201. Oral expression, vocabulary building, spelling, grammar, composition and specifically, reading and writing. Conducted in Persian.

### **203 Intermediate Persian-A (3)**

Prerequisite: PERS 102 or equivalent. Continued development of listening and reading comprehension, speaking and writing, and cultural awareness using intermediate level language based on cultural materials. Conducted primarily in Persian.

### **299 Directed Study (1-3)**

Supervised research projects in Persian language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

### **300 Persian Conversation (3)**

Prerequisite: PERS 202, 204 or equivalent. Develop oral competency through reading response, discussions, oral presentations and debates. Vocabulary development in areas of student concerns. Conducted in Persian.

### **305 Advanced Persian-A (3)**

Prerequisite: PERS 204 or 300. Advanced levels of oral and written expression. Reading materials provide a basis for discussions, systematic modes of complex expression and compositions. Conducted in Persian.

### **306 Advanced Persian-B (3)**

Prerequisite: PERS 305. Advance levels of oral and written expression focusing on reading comprehension, listening comprehension and writing advanced essays. Reading materials provide basis for discussions. Conducted in Persian.

### **499 Independent Study (1-3)**

Supervised research projects in Persian language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

## **PORTUGUESE COURSES**

Courses are designated PORT in the class schedule.

### **101 Fundamental Portuguese-A (4)**

Prerequisite: prior successful study of another Romance language. Develop listening and reading comprehension, speaking, writing and cultural awareness to communicate on a basic level. Included is an introduction to customs, culture, and civilization of Portuguese-speaking countries. Conducted in Portuguese.

### **102 Fundamental Portuguese-B (4)**

Prerequisite: PORT 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing and cultural awareness to communicate on a basic level. Further study of customs, culture and civilization of Portuguese-speaking countries. Conducted in Portuguese.

### **310 Portuguese in the Business World (3)**

Prerequisite: PORT 102 or equivalent. Practical business-related terminology and the cultural and socio-political contexts of doing business in Portuguese-speaking countries. Conducted in Portuguese.

### **317 Advanced Conversation and Composition (3)**

Prerequisite: PORT 102 or equivalent. Free oral and written expression. Conducted in Portuguese.

### **320 Introduction to Luso-Brazilian Culture and Civilization (3)**

Prerequisites: PORT 102 or equivalent, good reading knowledge of Portuguese. Main currents of Portuguese culture and civilization and Brazil's intellectual and artistic development from discovery to independence. Conducted in Portuguese.

### **325 Contemporary Brazilian Civilization (3)**

Prerequisite: PORT 102 or equivalent. Readings and discussion to develop understanding of the social and intellectual problems, trends and contributions to Brazil since independence. Present-day Brazil. Conducted in Portuguese.

### **499 Independent Study (1-3)**

Supervised projects in Portuguese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

## **SPANISH COURSES**

Courses are designated SPAN in the class schedule.

### **101 Fundamental Spanish-A (5)**

Develop listening and reading comprehension, speaking, writing and cultural awareness to communicate on a basic level. Introduction to customs, culture and civilization of Spanish-speaking countries. Conducted primarily in Spanish.

### **102 Fundamental Spanish-B (5)**

Prerequisite: SPAN 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing and cultural awareness to communicate on a basic level. Introduction to customs, culture and civilization of Spanish-speaking countries. Conducted primarily in Spanish.

### **105 Intensive Review of Fundamental Spanish (5)**

Prerequisite: prior experience equivalent to SPAN 101, 102 or three years of high school Spanish taken two or more years ago. Intensive course to develop listening and reading comprehension, speaking, writing and cultural awareness necessary to communicate on a basic level. Conducted primarily in Spanish.

### **202 Spanish for Spanish Speakers (3)**

Prerequisite: consent of instructor. Intermediate course to further develop existing communicative skills in Spanish. Students may not receive credit for both SPAN 202 and 204 Conducted in Spanish.

**203 Intermediate Spanish-A (3)**

Prerequisite: SPAN 102, 105 or equivalent. Develop listening and reading comprehension, speaking and writing Spanish based on cultural and literary materials. Oral expression and developing correct pronunciation. Conducted in Spanish.

**204 Intermediate Spanish-B (3)**

Prerequisite: SPAN 201, 203 or equivalent. Continued development of listening and reading comprehension, practice in speaking and writing Spanish based on cultural and literary materials. Emphasizes vocabulary building and developing grammatical accuracy. Conducted in Spanish.

**213 Intermediate Conversation (3)**

Prerequisite: SPAN 102, 105 or equivalent. Concurrent enrollment in SPAN 203 recommended. Practice in oral expression. Not open to students with proficiency in Spanish. Conducted in Spanish.

**214 Intermediate Composition (3)**

Prerequisite: SPAN 201, 203 or equivalent. Concurrent enrollment in SPAN 204 recommended. Practice in written expression based on cultural and literary materials. Conducted in Spanish.

**299 Directed Study (1-3)**

Prerequisite: SPAN 102 or equivalent. Supervised study projects in Spanish language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

**300 Advanced Conversation and Formal Speech (3)**

Prerequisite: SPAN 204 or 213. Develop formal, as well as conversational control of spoken Spanish in the context of contemporary cultural topics related to the Spanish-speaking world. Not open to those with native-like proficiency in Spanish. Conducted in Spanish.

**301 Advanced Grammar and Composition (3)**

Prerequisite: SPAN 214 or equivalent. Grammar analysis and written expression. Conducted in Spanish.

**310 Spanish in the Business World (3)**

Pre- or corequisites: SPAN 301, ECON 201, 202. Practical vocabulary and structure of business language, as well as the cultural background of business procedures in the Hispanic world. No credit toward Spanish major or minor. Conducted in Spanish.

**311 Spanish for International Business (3)**

Prerequisite: SPAN 310. Acquisition of vocabulary appropriate to the Hispanic business world and study of its economic institutions. Reading comprehension, conversation and composition. No credit toward Spanish major or minor. Conducted in Spanish.

**315 Introduction to Spanish Civilization (3)**

Pre- or corequisite: SPAN 301. Readings and discussions in Spanish literature, arts and institutions. Strengthening of facility in the language. Conducted in Spanish.

**316 Introduction to Spanish-American Civilization (3)**

Pre- or corequisite: SPAN 301. Readings and discussion in Spanish-American literature, arts and institutions. Strengthening of facility in the language. Conducted in Spanish.

**375 Introduction to Literary Forms (3)**

Prerequisite: SPAN 301 or equivalent. Introduction to literary forms and concepts of literary techniques and criticism. Analysis and interpretation of various texts. Strengthen abilities in reading, language and literary criticism. Conducted in Spanish.

**390 Spanish Culture Through Cinema and Literature (3)**

Prerequisite: completion of General Education Category C.2. Development of modern Spanish society (20th century) using various visual media including literature (in translation) and film (subtitled). Conducted in English.

**400 Advanced Writing (3)**

Pre- or corequisite: SPAN 375. Explore a topic or theme to develop several language skills, especially writing, to broaden and deepen cultural awareness from a humanistic perspective, and to develop and refine critical, analytical, and creative writing competencies. Conducted in Spanish.

**407 Spanish Visual Representations of Cultural Transformations in the 20th Century (3)**

Prerequisite: SPAN 315. Development of modern Spanish society from the Second Republic of 1930 to 1983's democracy. How films are texts capable of expressing social, historical or political issues and cultural changes. Conducted in Spanish.

**408 Mystic Influences on Spanish Peninsular Literature (3)**

Prerequisites: SPAN 375, 400. Influence of three great religions – Judaism, Christianity, Islam – and the mystic expressions of these religions on Spanish authors and thinkers from 1500 to 2000, using literary texts. Conducted in Spanish.

**415 Contemporary Spanish Culture (3)**

Prerequisite: SPAN 315. Cultural-social, economical, political-characteristics of contemporary Spanish life. Conducted in Spanish. Not applicable for graduate degree credit.

**416 Contemporary Spanish-American Culture (3)**

Prerequisite: SPAN 316. Social, economic, artistic and political aspects of contemporary life in Spanish America. Conducted in Spanish. Not applicable for graduate degree credit.

**430 Spanish Literature to Neoclassicism (3)**

Prerequisites: SPAN 315, 375. Spanish literature from its beginnings to 1700. Representative works of each genre. Conducted in Spanish.

**440 Spanish-American Literature to Modernismo (3)**

Prerequisites: SPAN 316, 375. Spanish-American literature to modernismo. Conducted in Spanish.

**441 Spanish-American Literature Since Modernismo (3)**

Prerequisites: SPAN 316, 375. Spanish-American literature from modernismo to the present. Conducted in Spanish.

**461 Spanish Literature Since Neoclassicism (3)**

Prerequisites: SPAN 315, 375. Representative works of Spanish literature from 1700 to the present. Conducted in Spanish.

**466 Spanish Phonology and Dialectology (3)**

Prerequisite: SPAN 301 or equivalent. Descriptive study of the phonology of Spanish, with specific focus on the sound system, suprasegmentals and connected speech. Description and analysis of the dialectal varieties of Spanish. Conducted in Spanish.

**467 Spanish Morphology and Syntax (3)**

Prerequisite: SPAN 301 or equivalent. Analytical procedures of general linguistics as applied to Spanish word and sentence structure. Conducted in Spanish.

**468 Spanish/English Bilingualism and Language Contact (3)**

Prerequisite: SPAN 467. Topics related to Spanish-English Bilingualism and language contact. Linguistic situation of the Hispanic groups in the United States within psycholinguistic, grammatical and sociolinguistic theoretical frames. Conducted in Spanish.

**475T Senior Seminar: Topics in Spanish Peninsular Literature (3)**

Prerequisites: SPAN 375 and senior standing in Spanish. Selected topics of the literature of Spain. Subject matter will change. May be repeated for credit. Conducted in Spanish.

**485T Senior Seminar: Topics in Spanish-American Literature (3)**

Prerequisites: SPAN 375 and senior standing in Spanish. Selected topics of the literature of Spanish-America. Subject matter will change. May be repeated for credit. Conducted in Spanish.

**499 Independent Study (1-3)**

Supervised research projects in Spanish language, literature, culture, linguistics or business to be taken with consent of instructor and department chair. May be repeated for credit.

**500 Graduate Seminar: Advanced Structure and Style (3)**

Prerequisite: SPAN 467 or equivalent. Transformational analysis of Spanish syntactic structures; classic approach to grammar; and analysis of style in different contemporary writers, following a linguistic approach. Complemented with exercises and translations from English to Spanish. Conducted in Spanish.

**530 Graduate Seminar: Historical Linguistics (3)**

Prerequisite: SPAN 466, 467 or equivalent. Principles of historical linguistics as seen through the evolution of Classical Latin (phonology, morphology, syntax and lexicon) into contemporary Spanish. Conducted in Spanish.

**556 Graduate Seminar: Spanish Poetry (3)**

Prerequisite: SPAN 430, 461 or equivalent. Chronological overview of Peninsular poetry with special attention on specific authors and movements. Conducted in Spanish.

**557 Graduate Seminar: Spanish-American Poetry (3)**

Prerequisite: SPAN 440, 441 or equivalent. Chronological overview of Spanish-American poetry from 1888 (Latin American Modernism) to Vanguardist and present day poetry and "Anti-Poetry." Conducted in Spanish.

**567 Graduate Seminar: Spanish-American Novel (3)**

Prerequisite: SPAN 440, 441 or equivalent. Historical overview of the development of the Spanish-American novel from the Colonial period (picaresque) to the Modern Experimental Novel. Conducted in Spanish.

**571 Graduate Seminar: Spanish Prose and Narrative Fiction (3)**

Prerequisite: SPAN 430, 461 or equivalent. Major prose and narrative works from various historical periods of Spanish literature. Conducted in Spanish.

**575 Graduate Seminar: Spanish Drama (3)**

Prerequisite: SPAN 430, 461 or equivalent. Chronological overview of Peninsular drama emphasizing major authors and their most representative works. Conducted in Spanish.

**576T Graduate Seminar: Hispanic Topics (3)**

Prerequisite: SPAN 430, 440, 441, 461 or equivalent. May be repeated for credit with different subject matter. Topics include: Contemporary Spanish Culture, Contemporary Spanish-American Culture, El Ensayo y La Critica Literaria Hispano-Americana. Conducted in Spanish.

**598 Thesis (3-6)**

Prerequisite: recommendation of student's graduate committee.

**599 Independent Graduate Research (1-3)**

Prerequisites: fluency in Spanish and consent of instructor. Supervised research projects in Spanish language or literature. May be repeated for credit.

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) COURSES**

Courses are designated as TESL in the class schedule

**500 Fundamentals in TESOL (3)**

Prerequisites: completion of or concurrent enrollment in ENGL 303, LING 406. Prepares students for coursework offered in the M.S. TESOL and TESOL Certificate Programs and for careers in TESOL. Teacher trainees learn requisite skills for teaching ESL/EFL classes at all levels of instruction and to be professionals in the field.



**509 Advanced Principles of TESOL: Listening/Speaking Focus (3)**

Prerequisites: one of the following: FREN, GRMN, JAPN 466 or SPAN 466 or 467 or LING 406; TESL 500. Theories, methods and procedures for teaching listening and speaking skills to second language learners. Planning and delivery of communicative ESL/EFL lessons.

**510 Advanced Principles of TESOL: Reading/Writing Focus (3)**

Prerequisites: one of the following: FREN, GRMN, JAPN 466 or SPAN 466 or 467 or LING 406; TESL 500. Theories, methods and procedures for teaching functional and academic reading and writing skills to second language learners. Planning and delivery of content-based ESL/EFL lessons.

**511 Teaching English Abroad (3)**

Prerequisite: TESL 500. Prepares students to understand the cultural and socio-political significance of teaching English outside the U.S. Methods, techniques, materials, classroom management and evaluation in programs abroad. Create or adapt materials for a selected country or region.

**515 Pedagogical Grammar in TESOL (3)**

Prerequisites: ENGL 303, LING 406, TESL 500. Systematic approach to the theories and practical aspects of teaching grammar to non-native speakers of English within a communicative framework. Ordering, selecting and preparing appropriate materials and activities. Expands on concepts introduced in TESL 500.

**520 Teaching Pronunciation and Oral Discourse in TESOL (3)**

Prerequisites: ENGL 303, LING 406, TESL 500. Prepares teacher trainees with a working knowledge of phonological and oral discourse terms and concepts; and explores strategies for designing and teaching ESL/EFL lessons that include attention to oral communication and pronunciation enhancement.

**525 Teaching Vocabulary in the ESL/EFL Classroom (3)**

Prerequisite: TESL 500. Complexities of vocabulary knowledge and the linguistic and cultural aspects of vocabulary learning. Applies theories and research findings to the classroom. Instruction in contextualized vocabulary learning and appropriate dictionary use.

**527 Second Language Acquisition (3)**

Prerequisites: FREN, JAPN or GRMN 466; or SPAN 466 or 467; or LING 406; TESL 500. Methodology for research in second language acquisition and development; socio-linguistic and psycholinguistic patterns in bilingualism; interactions of language and culture in the language acquisition process.

**530 Research Methods for TESOL and Applied Linguistics (3)**

Prerequisite: TESL 500 or concurrent enrollment. Basic familiarity with aspects of research design, and developing an understanding of quantitative and qualitative research methods. Training in becoming more effective consumers of research, and in conducting original empirical research.

**532 Technology in Second Language Learning (3)**

Prerequisite: TESL 500, FLED 442 or valid teaching credential. Key concepts and issues in educational technology relevant to teaching second languages. Theories, practices and equipment currently used. Uses of computers, the internet, videos, etc.

**540 Teaching Adult ESL/EFL: Issues and Options (3)**

Prerequisite: bachelor's degree in any subject. Review of successful adult ESL and EFL programs with a focus on policy issues. Planning appropriate instructional options for general, vocational, civic and family literacy programs. Other key topics through individualized projects.

**545 Teaching Culture in the Language Classroom (3)**

Prerequisite: TESL 500. Framework for teaching culture and value systems in the second language classroom. Teaching patterns of culture, methods of cultural comparison, audio-visual materials and textbook evaluation.

**560 Second Language Assessment (3)**

Prerequisites: TESL 509, 510. Theories, issues, basic statistical concepts in second language testing and techniques for second language assessment. Practice in analyzing commercial language tests and in constructing tests for classroom use.

**595 Curriculum and Program Design for TESOL (3)**

Prerequisites: TESL 500, 509, 510. Approaches for curriculum planning in TESOL. Needs assessment, goal setting, syllabus design and program evaluation. Students will produce projects for a specific group and setting.

**596 TESOL Practicum (3)**

Prerequisites: completion of the appropriate program core courses (TESOL Certificate or M.S. Education-TESOL) and consent of instructor or adviser. Teaching English to speakers of other languages at Cal State Fullerton or in other schools. Supervised by instructor and supervisors. Seminar meetings by arrangement. May be repeated for credit.

**599 Independent Graduate Research (1-3)**

Prerequisites: graduate standing and consent of instructor. Supervised research projects in teaching English to speakers of other languages (TESOL). May be repeated for credit.

**VIETNAMESE COURSES**

Courses are designated VIET in the class schedule.

**101 Fundamental Vietnamese A (5)**

Develop listening and reading comprehension, speaking and writing, and cultural awareness to communicate on a basic level, with a focus on oral expression. Introduction to Vietnamese customs, culture and civilization. Conducted primarily in Vietnamese.

**102 Fundamental Vietnamese B (5)**

Prerequisite: VIET 101 or equivalent. Continued development of listening and reading comprehension, speaking and writing, and culture awareness to communicate on a basic level. Further study of Vietnamese customs, culture and civilization. Conducted primarily in Vietnamese.

**201 Vietnamese for Vietnamese Speakers-A (3)**

Prerequisites: must be able to sustain conversation; consent of instructor. Intermediate course to develop communication through reading and writing and to improve oral communication.

**202 Vietnamese for Vietnamese Speakers-B (3)**

Prerequisite: advanced speaking competency. Develop reading/writing skills. A broad range of topics are studied and students write articles and letters, as well as essays and reports on cross-cultural topics.

**203 Intermediate Vietnamese-A (3)**

Prerequisites: VIET 102 or equivalent. Listening and reading comprehension, and oral and writing competence in Vietnamese involving intermediate level language based on cultural materials, with further exploration of Vietnamese culture. Conducted primarily in Vietnamese.

**204 Intermediate Vietnamese B (3)**

Prerequisite: VIET 203. Continued development of communicative competence in Vietnamese with a focus on listening, speaking, reading, writing and culture at the intermediate level. Building vocabulary and developing grammatical accuracy. Conducted primarily in Vietnamese.

**214 Vietnamese Cultural Conversation and Composition (3)**

Prerequisite: VIET 204 or equivalent. Further develop Vietnamese language competency, focusing on discussions and essays about various topics related to Vietnamese.

**299 Directed Study (1-3)**

Supervised research projects in Vietnamese language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.

**305 Advanced Vietnamese A (3)**

Prerequisite: Vietnamese competency or VIET 204. Continued development of communicative competency in Vietnamese with a focus on listening, speaking, reading, writing and culture at the advanced level. Building vocabulary and strengthening grammatical accuracy. Conducted in Vietnamese.

**310 Vietnamese for Business (3)**

Prerequisite: VIET 204 or equivalent. Oral and written communication skills in Vietnamese in business settings, as well as foster an understanding of the cultural background of the Vietnamese business environment. Conducted in Vietnamese.

**311 Vietnamese for International Business (3)**

Prerequisite: VIET 204 or equivalent. Develop needed Vietnamese competency for oral and written communication in business settings, focusing on international business issues, such as import, export, foreign investment and marketing, as well as international business cooperation and competition.

**315 Vietnamese Civilization (3)**

Prerequisites: VIET 214 or Vietnamese language competency, and completion of General Education (G.E.) Category C.2. Chronological review of Vietnamese civilization from its earliest history to the 16th century, focusing on ideologies, institutions, literature and arts. Conducted in Vietnamese.

**325 Vietnamese Culture (3)**

Prerequisites: VIET 214 or equivalent competency in Vietnamese, and completion of G.E. Category C.2. Vietnamese culture from the 17th century to the present. Formation and evolution of Vietnamese culture, social sciences, religion and arts. Conducted primarily in Vietnamese.

**375 Introduction to Vietnamese Literature (3)**

Prerequisites: VIET 214 or equivalent competency in Vietnamese, and completion of G.E. Category C.2. Introduces Vietnamese literature throughout its history, focusing on prose and poetry. Develops understanding of Vietnamese literature and culture, and strengthens ability to analyze literary texts using various literary theories. Conducted in Vietnamese.

**450 Vietnamese Culture and Society in Film (3)**

Prerequisite: VIET 214 or 305. Development of modern Vietnamese culture and society using films that reflect important Vietnamese cultural and social concepts, and ways of looking at and dealing with the world. Conducted primarily in Vietnamese.

**466 Introduction to Vietnamese Linguistics (3)**

Prerequisite: VIET 305 or equivalent. General introduction to the Vietnamese language as a subject of linguistic investigation. Topics include the structure (phonology, morphology, syntax, semantics) and history of the Vietnamese language, characteristics of Vietnamese dialects and writing system.

**499 Independent Study (1-3)**

Supervised research projects in Vietnamese language, literature, culture, linguistics or business, to be taken with consent of instructor and department chair. May be repeated for credit up to a maximum of six units.



# Music

College of the Arts

## DEPARTMENT CHAIR

Marc R. Dickey

## DEPARTMENT OFFICE/WEBSITE

Performing Arts 220

657-278-3511

fullerton.edu/arts/music

## PROGRAMS OFFERED

Bachelor of Arts in Music

Liberal Arts

Music Education

Music History and Theory

Bachelor of Music

Composition

Instrumental

Keyboard

Voice

Accompanying

Jazz and Commercial Music

Minor in Music

Master of Arts in Music

Music History and Literature

Music Education

Piano Pedagogy

Master of Music

Performance

Theory-Composition

Single Subject (Secondary) Credential  
in Music

## FACULTY

Bill Cunliffe, Eduardo Delgado, Marc Dickey, Alison Edwards, Mitchell Fennell, Jean Ferrandis, James (Kimo) Furumoto, Mark Goodrich, Robert Istad, Bongshin Ko, John Koegel, Laura Lohman, Pamela Madsen, Todd Miller, Chris Peterson, Patricia Prunty, Lloyd Rodgers, Håkan Rosengren, Ernest Salem, Dennis Siebenaler, Laurance Timm, Charles Tumlinson, Kenneth Walicki, Robert Watson

## INTRODUCTION

The faculty and students in the Department of Music share a deep passion for and common desire to achieve excellence in music. The department offers a wide spectrum of degree programs and options with an overall emphasis in musical performance. The curriculum provides basic preparation for careers in music, music education or further graduate study, and is designed to provide a balanced education in the many facets of musical experience. Artist-teachers offer instruction in all aspects of performance; practicing composers and theorists teach courses in theory and composition; active musicologists provide instruction in history and literature; and specialists in music education teach the courses in that field. It is the goal of the department to develop each student's musical and intellectual potential to the highest level of individual capability. California State University, Fullerton has been fully and continuously accredited by the National Association of Schools of Music since 1966.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

### Bachelor of Arts in Music

The following learning goals and outcomes have been established for students pursuing a bachelor of arts degree in Music:

#### *Musical Practitioners*

- Be competent and reflective practitioners of the art of music through performance, composition, analysis and reflection
- Be passionate and confident about their work through successful performance
- Practice successful collaboration through work on concert and recital performance and production

#### *Musical Scholars*

- Be intellectually curious and decisive in exploring new avenues of expression
- Exercise professional standards of oral and written communication
- Have a basic knowledge of music history, literature and theory
- Have well-rounded educational backgrounds acquired through studies in general education courses

#### *Lifelong Skills*

- Be capable of living a culturally rich life
- Are intellectually, technically, creatively, and technologically prepared to be artistic members of their communities

## Bachelor in Music

The following learning goals and outcomes have been established for students pursuing a bachelor of music degree in Music

### *Musical Practitioners*

- Be competent and reflective practitioners of the art of music through the study of cultural diversity, musical literature and criticism
- Be passionate and confident about their work as performers
- Practice successful collaboration onstage and backstage
- Be intellectually curious and decisive in exploring new avenues of expression through work on new works and reexamination of traditional repertoire
- Have a flexible, relaxed, and controlled body trained in basic movement disciplines

### *Musical Scholars*

- Have a basic knowledge of music history, literature and theory
- Exercise professional standards of oral and written communication
- Are intellectually, creatively, and technologically prepared to be artistic members of their communities through written critiques, review and analytical papers
- Have well-rounded educational backgrounds acquired through studies in general education courses
- Demonstrate comprehension of the basic business procedure of the musician's profession

### *Lifelong Skills*

- Be capable of living a culturally rich life
- Have clear and articulate speech

## Master of Arts in Music

The following learning goals and outcomes have been established for students pursuing a master of arts degree in Music:

### *Musical Practitioners*

- Be competent and reflective practitioners of the art of music
- Be passionate and confident about their work through the success of their performances and teaching
- Practice successful collaboration through performances and production
- Be intellectually curious and decisive in exploring new avenues of expression through work with their instruments in various venues

### *Musical Scholars*

- Exercise professional standards of oral and written communication

### *Lifelong Skills*

- Are intellectually, technically, creatively, and technologically prepared to be artistic members of their communities

## Master in Music

The following learning goals and outcomes have been established for students pursuing a master of music degree in Music:

### *Musical Practitioners*

- Be competent and reflective practitioners of the art of music
- Be passionate and confident about their work through the success of their performances
- Practice successful collaboration through performances and production

### *Musical Scholars*

- Exercise professional standards of oral and written communication

### *Lifelong Skills*

- Be intellectually and creatively prepared to be artistic members of their communities
- Demonstrate competence to enter their professional field with a broad range of skills, especially knowledge of their instrument

## REQUIREMENTS FOR UNDERGRADUATE MUSIC MAJORS

1. Music majors are generally enrolled in the Bachelor of Arts degree program at the time of admission. Students may request a change in their degree objective to the Bachelor of Music upon completion of at least one semester of coursework at the university, successful completion of a jury examination and recommendation of the faculty in the appropriate area of concentration. Exceptional transfer students may be permitted to enter the B.M. program at the beginning of their first semester. Enrollment in the B.M. program is limited.
2. Upon entering the university as a new music major, or upon officially changing to a major in music, each student will present an audition in the appropriate principal performance area (instrument or voice) and a placement audition for class piano, unless the student's principal instrument is piano or organ.
3. All students must pass proficiency examinations in traditional harmony (sight-singing, dictation, keyboard and paperwork) and piano before being approved for graduation. Transfer students will fulfill the theory requirement by passing the entrance examination in theory; first-time students and transfers with insufficient preparation at entrance will normally take the examinations in MUS 211 and 221. The piano-proficiency requirement may be met by completing MUS 282B with a "C" (2.0) or better. Students planning to enter the teaching credential program in music are required to earn a "B" (3.0) or better in MUS 282B. Students whose principal performance area is piano or organ may satisfy the piano-proficiency requirement by completing MUS 285 with a "C" (2.0) or better; this requirement must be completed prior to a student's promotion to 300 level.



4. Each music major must declare a single principal performance area, which must be approved by the faculty of that area upon completion of the entrance audition. A successful audition is required for the student to receive state-funded applied-music instruction at the 100 (freshman) level. Instruction must commence in the student's first semester as a music major. The major of students whose auditions do not qualify them to receive instruction at the 100 level will be changed administratively from music to "undeclared." A new student must meet all university admission requirements and be fully matriculated into the university no later than one week before the beginning of classes in order to receive state-funded applied music. In order to be approved for graduation, each student must achieve at least the 300 level of proficiency in the principal performance area. B.A. Liberal Arts-option students who elect project alternative 2 (MUS 497) need reach only the 200 level.
5. Each music major is required to present one or more recitals or a project appropriate to the degree program before being approved for graduation. The project option is available only in the Liberal Arts and Music History and Theory options of the B.A. degree. Recitals at the 300 level of performance are designated MUS 398; recitals at the 400 level of performance are designated MUS 498. See the sections below on the Liberal Arts and Music History and Theory options for recital/project information applicable to those degrees.
6. Undergraduate music majors are required to participate in a major performance ensemble (MUS 406) and complete it with a "C" (2.0) or better each semester of residence as follows:
  - a. Students who declare a wind instrument or percussion as the principal performance area must register for band; students who declare a string instrument as the principal performance area must register for orchestra; students who declare voice as the principal performance area must register for choir.
  - b. Students accepted into the B.M. program in Jazz and Commercial Music will register for Jazz Ensemble as their major performance ensemble after they have completed four major ensemble units. Students who declare jazz keyboard, electric guitar or electric bass as their principal instrument must complete two units of major performance ensemble, after which they may enroll for 408J as a substitute for the next two units of the major performance ensemble requirement. After this, these students must enroll for Jazz Ensemble (MUS 406L, S or T) for the major ensemble requirement, according to the student's qualifications and subject to audition. Music Majors admitted into the B.M. program in jazz and commercial music studies and have participated in a major performance ensemble at CSUF for at least four semesters will thereafter enroll in Jazz Ensemble (MUS 406L, S or T) to satisfy the departmental major performance requirement.
  - c. A student whose principal performance area is classical guitar must register for one of the above major performance ensembles, according to the student's qualifications and subject to audition.
  - d. A music major who has been admitted into the B.M. program in composition or classical guitar, and who has participated in a major performance ensemble for at least five semesters (a minimum of two semesters at CSUF), may thereafter substitute chamber music and/or small performance ensembles (MUS 386, 407, 408) to satisfy the departmental major performance ensemble (MUS 406) requirement.
  - e. Students enrolled in the B.M. keyboard concentration, B.M. accompanying concentration, or B.A. Music Education (Piano Pedagogy) who have completed MUS 386 with a "B" or higher, and had continuous enrollment for at least four semesters in Major Performance Ensembles, may substitute for the Major Performance Ensemble requirement any Chamber Music class they are accepted into by the instructor, including MUS 408K when used as an accompanist for solo vocalists or instrumentalists. Students in the B.A. degree whose major instrument is piano and who have completed the Keyboard Proficiency requirement for Keyboard Majors (MUS 285 or passing proficiency exam), and passed MUS 386 with a "B" or higher, and have been continuously enrolled for at least six semesters in Major Performance Ensemble, may substitute for the Major Performance Ensemble any Chamber Music class they are accepted into by the instructor, including MUS 408K when used as an accompanist for solo vocalists or instrumentalists. Transfer students in all keyboard degree programs must have two semesters of Major Performance Ensemble in residence at CSUF before substitution with Chamber/ Collaborative keyboard for Major Performance Ensemble is permitted, if other prerequisites are met (i.e., four semesters continuous enrollment).
  - f. The educational purpose of the requirement that all music majors participate in an appropriate major performance ensemble during each semester of residence is to permit each student to experience the highest level of ensemble music-making commensurate with the student's skill. To this end, the CSUF choir, wind, band and orchestra programs are of the traditional graded structure. University Singers (406E) and Wind Symphony (406F) are for the more advanced students; Men's Chorus (406M), Symphonic Winds (406C) and Women's Choir (406W) are for students of less skill or experience. Placement in bands, orchestra, and choirs will be based on student abilities, determined by the directors of those ensembles. Music majors will be assigned to the ensemble for which they are best qualified. A student does not have the option of satisfying the requirements for participation in a major performance ensemble by enrolling in an ensemble intended for those of less ability or experience.

- g. A student who has completed state-funded lessons, who is not taking lessons at all, or who is taking fewer than six units of music must still be in an appropriate major performance ensemble.
7. Applied-music study in the principal performance area is required as stipulated under the requirements for each degree program. The following conditions apply:
- a. If a student pursuing the B.A. degree or the B.M. degree reaches the 300 level in the principal performance area before the required units in applied music are completed, Music Department electives may be substituted for the remaining applied-music units.
  - b. In addition to the six units of applied music required in the principal performance area, Bachelor of Music students in the Composition concentration must complete six units of applied composition (including the 498 recital) after taking MUS 422. The 498 recital will consist of a presentation of the student's own compositions.
  - c. Students pursuing the Bachelor of Music degree in any option except Composition must achieve the 300 level in performance before giving the 398 recital and 400 level in performance before giving the 498 recital. Recital approval will be given only to students who are currently studying with CSUF applied music faculty. Specific information on jury-level criteria is available from the Music Department office.
  - d. In order to qualify for state-funded applied music (including MUS 398 and MUS 498 recitals), an undergraduate student must currently be enrolled for a minimum of six units of music classes (including applied music), at least two of which must be in an academic area, i.e., any course other than performing ensembles and applied music. (A student needing fewer than six units of music classes to graduate will not be required to take extra units to meet the six-unit requirement and will receive applied instruction if otherwise qualified.) In addition, the student must be enrolled in the appropriate major performance ensemble, as stipulated in section 6 above. If the student receives a "C-" (1.7) or lower, or "WU" in applied music or in the major performance ensemble, or if the student fails to complete six units of music classes as described above, applied lessons will be withheld in the subsequent semester. A student who fails applied music must present an acceptable reinstatement audition before state-funded lessons will be resumed.
  - e. Students are limited to a maximum of three semesters of applied music at a given level of performance. Applied music may be denied for failure to make satisfactory progress within the degree.
  - f. Students in the B.A. program are eligible for a maximum of eight units of state-funded applied music (398 and 497 included). B.M. students are eligible for a maximum of 14 units (398 and 498 included).
8. To be approved for graduation, a music major must maintain a 2.5 GPA in all music coursework that is to be used to meet degree requirements. In addition, a student must earn a "C" (2.0) or better in all music courses required for the B.A. in Music or B.M. degrees.
9. All requests for exceptions to departmental or curricular requirements must be directed by petition in advance to the department chair.
10. Undergraduate music majors are required to accumulate 60 hours of performance-related activities—30 hours during each of the first two semesters or 15 hours during each of the first four semesters of matriculation as a music major at CSUF. Performance-related activities include recital and concert attendance, as well as learning about and participating in house and stage management, publicity and public relations, lighting and sound editing.

## **BACHELOR OF ARTS IN MUSIC (120 UNITS)**

The Bachelor of Arts in Music requires at least 50 units of music, 29 of which are upper-division (300-level and above). All Bachelor of Arts students must complete the core requirements, as well as the additional coursework needed for one of three concentrations: Liberal Arts; Music History and Theory; Music Education.

### **Core Requirements (34 units)**

*Music theory/musicianship (12 units)*

MUS 111, 112, 121, 122, 211, 221, 319

*Music history and literature (14 units)*

MUS 151; 351A,B,C; 462

*Principal performance area (applied music) (4 units)*

*Major performance ensemble (4 units)*

MUS 406A,C,E,F,L,M,S,W as appropriate to the concentration and emphasis\*

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\*See "Requirements for Undergraduate Music Majors," item 6

## **LIBERAL ARTS CONCENTRATION (50 UNITS)**

### **Core Requirements (34 units)**

#### **Additional Requirements (16 units)**

*Music theory (6 units)*

MUS 316, 326 or 418; 320; 323 or 422

*Conducting (2 units)*

MUS 382A or 383A

*Senior recital or project (1 unit)*

MUS 398 or 497

*Music history and literature (2, 3 units)*

From MUS 451 through 459A inclusive

### *Electives in Music (5 units)*

Minimum of five units upper-division; no more than two units of applied music

The capstone experience in Liberal Arts concentration is either MUS 398 (recital) or 497 (senior project). A document outlining procedures and expectations for the latter option is available from the Department of Music. When the recital option is elected, the recital will be included when calculating the student's quota of state-funded applied-music lessons.

### **MUSIC HISTORY AND THEORY CONCENTRATION (50 UNITS)**

Students must submit a paper to the music history or theory coordinator no later than the beginning of their junior year. Acceptance into the degree program is contingent on the submission of a satisfactory paper. Student grades in prior music history and theory courses will also guide faculty decisions regarding a student's acceptance into the degree program.

#### **Allied Requirement**

Foreign language proficiency, preferably German, to be satisfied as described under the requirements for the Bachelor of Music, Voice Concentration.

#### **Core Requirements (34 units)**

##### **Additional Requirements (16 units)**

*Music theory (10 units)*

MUS 316 or 418; 320; 419; 420

*Conducting or composition (2 units)*

MUS 382A or 383A or 422

*Project-proposal preparation (1 unit)*

MUS 499

*Music history or theory project (1 unit)*

MUS 497

*Electives in Music (2 units)*

Minimum of two upper-division units

### **MUSIC EDUCATION CONCENTRATION**

Students intending to teach music in the California public schools must complete the B.A. in Music Education and certain additional courses and competence examinations to meet the requirements of the Single Subject Matter Preparation Program (SSMPP). (See below, Earning a Teaching Credential.) Completion of the SSMPP leads to consideration for acceptance into the Single-Subject Credential Program in Music (which includes student teaching). Subsequent completion of the Credential Program then earns the student a credential (license) from the State of California to teach music in California public schools, grades K-12.

### **Instrumental Emphasis (50 units)**

#### **Core Requirements (34 units)**

##### **Additional Requirements (16 units)**

*Orchestral instruments (4 units)*

MUS 281B,P,S,W

*Music theory (4 units)*

MUS 320, 323

*Conducting (4 units)*

MUS 382A,B

*Instrumental Music Education Practicum (3 units)*

MUSE 394

*Chamber music (2 units)*

MUS 407D,E,M,Y; 408B, G,S,W,X

*Recital (1 unit)*

MUS 398

### **Choral Emphasis (50 units)**

#### **Core Requirements (34 units)**

##### **Additional Requirements (16 units)**

*Music theory (2 units)*

MUS 320

*Orchestral instruments (1 unit)*

MUS 284

*Music and Child Development (3 units)*

MUS 333

*Conducting (4 units)*

MUS 383A,B

*Literature and pedagogy (4 units)*

MUS 354, 468

*Chamber music (2 units)*

MUS 406D, 407V, 408C, 408V

*Recital (1 unit)*

MUS 398

### **General Music Emphasis (50 units)**

#### **Core Requirements (34 units)**

##### **Additional Requirements (16 units)**

*Music theory (2 units)*

MUS 320

*Orchestral instruments (1 unit)*

MUS 284

*Vocal Pedagogy (2 units)*

MUS 468

*Conducting (4 units)*

MUS 383A,B

*Music and Child Development (3 units)*

MUS 333

*Public School Choral Materials (2 units)*

MUS 354

*Chamber music (1 unit)*

MUS 406D, 407V, 408C, 408V

*Recital (1 unit)*

MUS 398

**Piano Pedagogy Emphasis (63 units)**

The emphasis in piano pedagogy is does not lead to a teaching credential for the California public schools.

**Core Requirements (34 units)**

**Additional Requirements (29 units)**

*Music theory (2 units)*

MUS 320

*Music history and literature (4 units)*

MUS 454A,B

*Keyboard ensemble (1 unit)*

MUS 408K

*Applied piano (3 units)*

MUS 393

*Conducting (2 units)*

MUS 382A or 383A

*Recital (1 unit)*

MUS 398

*Piano Pedagogy/Practicum (9 units)*

MUS 467A,B,C; 477

*Piano Pedagogy/Observation and Internship (3 units)*

MUS 466

*Advanced MIDI, Harpsichord, Organ (1 unit)*

MUS 372, 373, 426

*Functional Skills for Keyboard Majors (2 units)*

MUS 285

*Piano-Vocal Collaboration (1 unit)*

MUS 386

**EARNING A TEACHING CREDENTIAL**

Students intending to teach music in the California public schools must demonstrate subject-matter competence prior to admission to the Single Subject Credential program. This may be done either by: (a) completing the coursework for the Single Subject Matter Preparation Program (SSMPP); or (b) passing subject-matter tests specified by the State of California (CSET) and administered by the Educational Testing Service. Applications are accepted only in the spring for the credential program beginning the subsequent fall. In both cases, an interview and certain competence examinations administered by the Music Education area must be passed prior to enrolling in the Single Subject Credential Program in Music (which includes student teaching).

The following courses are prerequisite to admission to the Credential program for students who choose to complete SSMPP coursework in lieu of taking the subject matter examination (CSET). These courses are intended to be taken concurrently with degree work.

**Instrumental Emphasis (27 units)**

MUSE 395, 404

MUS 283, 333, 353, 444, 469

EDSC 310, 320, 330, 340

**Choral Emphasis (23 units)**

MUSE 394, 395, 404

MUS 380A

EDSC 310, 320, 330, 340

**General Music Emphasis (21 units)**

MUSE 394, 395, 404

MUS 380A

EDSC 310, 320, 330, 340

Prior to admission to the Single Subject Credential Program in Music, the student must have completed all SSMPP requirements, including the bachelor's degree, with the recital (MUS 398) completed.

Applicants for the Single Subject Credential Program in Music must also demonstrate functional ability in keyboard and voice. Keyboard competence may be shown either by successful audition or completion of MUS 282B (Piano Class for Music Majors) with a "B" (3.0) or better. Vocal competence may be shown either by successful audition or completion of MUS 283 (voice class) with a "B" (3.0) or better.



A minimum GPA of 2.75 in the last 60 units of coursework is required for admission to the Single Subject Credential Program in Music.

The prospective Single Subject Credential student must pass the CBEST (California Basic Education Skills Test), as well as an assessment interview with the Music Education faculty. In the interview the applicant is expected to demonstrate musical and interpersonal skills essential to music teaching, as well as an overall synthesis of learning.

Once accepted into the Single Subject Credential in Music, students must complete the following 31 units to earn the preliminary Single Subject Credential:

Music Education – MUSE 442 (3), 449E (3)

Professional Education – EDSC 410 (3), 440F (2), 440S (4)

Student Teaching – MUSE 449I (10), 449S (3), EDSC 460 (3)

### **BACHELOR OF MUSIC (132 UNITS)**

A minimum of 70 semester units in music are required, at least 32 of which must be upper-division.

#### **Core Requirements for all concentrations (39 units)**

*Music theory (14 units)*

MUS 111, 112, 121, 122, 211, 221, 319, 320

*Music history and literature (14 units)*

MUS 151; 351A,B,C; 462

*Principal performance area (6 units)*

Applied music

*Major performance ensemble (4 units)\**

MUS 406

*Recital (1 unit)*

MUS 498

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\* See "Requirements for Undergraduate Music Majors," item 6

### **COMPOSITION CONCENTRATION (70 UNITS)**

#### **Additional Requirements (31 units)**

*Music theory (14 units)*

MUS 316, 323, 418, 419, 420, 422

*Conducting (4 units)*

MUS 382A and 383A; or MUS 382A and 382B, or MUS 383A and 383B

*Applied composition (5 units)*

*Electives in music (8 units)*

Allied Requirement for Composition Concentration

Students in the Composition Concentration must demonstrate proficiency in one foreign language (French, German or Italian) to be satisfied as described under the requirements for the Bachelor of Music, Voice concentration.

### **INSTRUMENTAL CONCENTRATION (70 UNITS)**

#### **Additional Requirements (31 units)**

*Music theory (6 units)*

MUS 316 or 323, 418, 422

*Principal performance area (6 units)*

Applied music

*Recital (1 unit)*

MUS 398

*Conducting (4 units)\**

MUS 382A,B

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\*Guitar students may substitute additional electives (2) for 382B

*Chamber music (6 units)*

MUS 407C,D,E,G,M,Y and/or 408B,G,S,W,X

*Literature (2-3 units)*

Select from 451-459A

*Electives in music (6 units)*

### **KEYBOARD CONCENTRATION (70 UNITS)**

#### **Additional Requirements (31 units)**

*Music theory (4-5 units)*

Two courses from MUS 418, 420, 422

*Music history and literature (4 units)*

MUS 454A,B

*Conducting (2 units)*

MUS 382A or 383A

*Recital (1 unit)*

MUS 398

*Principal performance area (6 units)*

Applied music

*Chamber music (3 units)*

MUS 407D,E,M,Y and/or 408B,G,K,S,W,X

*Piano-Vocal Collaboration (1 unit)*

MUS 386

*Pedagogy (6 units)*

MUS 467A,B, C

*Harpsichord or organ class (1 unit)*

MUS 372 or 373

*Electives in music (2-3 units)*

## **VOICE CONCENTRATION (70 UNITS)**

### **Additional Requirements (31 units)**

*Music theory (4 units)*

MUS 316, 422

*Music history and literature (10 units)*

MUS 456; 457A,B; 462

*Recital (1 unit)*

MUS 398

*Principal performance area (6 units)*

Applied music

*Opera Theatre (2 units)*

MUS 406D

*Diction (3 units)*

MUS 380A,B,C

*Conducting (2 units)*

MUS 383A

*Pedagogy (2 units)*

MUS 468

*Elective in music (1 unit)*

Allied Requirement for Voice Concentration

Students in the Voice Concentration must demonstrate proficiency in two foreign languages (choose from French, German and Italian), each to be satisfied by one of the following:

- Four years study of foreign language at the secondary school level
- Passing an examination given by the Department of Modern Languages and Literatures
- Completing the second semester of the beginning university sequence of a foreign language

## **ACCOMPANYING CONCENTRATION (70 UNITS)**

### **Additional Requirements (31 units)**

*Music theory (6 units)*

MUS 316, 418, 422

*Music history and literature (2 units)*

MUS 457A

*Principal performance area (5 units)*

Applied music

*Chamber music (2 units)*

MUS 408B,G,K,S,W,X

*Harpsichord class (1 unit)*

MUS 372

*Organ class (1 unit)*

MUS 373

*Functional skills (2 units)*

MUS 285

*Piano-Vocal Collaboration (2 units)*

MUS 386

*Conducting (2 units)*

MUS 383A

*Diction (3 units)*

MUS 380A,B,C

*Recitals (2 units)*

MUS 398, 498

*Electives in music (3)*

*Note:* Two 498 recitals are required. The other is listed under “Core Requirements.”

## **JAZZ AND COMMERCIAL MUSIC CONCENTRATION**

### **Instrumental Emphasis (70 units)**

#### **Core Requirements (39 units)**

#### **Additional Requirements (31 units)**

MUS 213 Jazz Harmony and Analysis (2)

MUS 312 Jazz and Commercial Arranging (2)

MUS 451 Jazz History (3)

MUS 469 Jazz Pedagogy (2)

*Principal Performance area (applied music-jazz) (6)*

MUS 406L and/or S Major Performance Ensemble/

Jazz Ensemble I/III\* (4)

MUS 408J Chamber Music Ensemble/Jazz Combo (1,1,1)

MUS 498 Recital (jazz in content) (1)

*Three units from the following:*

MUS 264/364/464 Jazz Improvisation (1,1,1)

MUS 384 Jazz/Commercial Keyboard (1)

*Electives (5)*

MUS 306 and 326 are strongly encouraged

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\*See “Requirements for Undergraduate Music Majors,” item 6

## **MINOR IN MUSIC (20 UNITS)**

A maximum of 14 lower-division units may be included in work counted toward the music minor. The minor must include at least five units in residence at CSUF.

### **Theory of Music (6 units)**

MUS 101, 111, 112, 121, 122, 211, 221 or any 300- or 400-level theory classes

### **Music History and Literature (5-6 units)**

MUS 100, 102, 151, 302, 303, 304, 305, 307, 350, 351A,B,C, 355 or courses at the 400 level

### **Applied Techniques (8-9 units)**

MUS 182; 183; 184A,B; 185A,B; 281B,P,S,W; 282A,B; 283; 284; 326; 426; or any course in ensemble (e.g., band, orchestra, choir), conducting, piano or voice at the 300 or 400 level. Music minors may also elect to take private instruction in applied music through University Extended Education for an additional fee

## **MASTER OF MUSIC AND MASTER OF ARTS IN MUSIC**

Two graduate degrees in music are offered in the Department of Music: the Master of Music and the Master of Arts in Music.

### **Admission to Graduate Standing – Conditionally Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. All applicants admitted into the music program enter in conditionally classified graduate standing. University requirements include:

1. a baccalaureate from an accredited institution;
2. a grade-point average of at least 2.5 in the last 60 semester units attempted;
3. good standing at the last college attended; and
4. a minimum TOEFL score of 560 (for international students).

Each applicant must also present satisfactory entrance materials according to the area of specialization (performance, composition, music history/literature, education, piano pedagogy), and pass entrance exams in music theory and music history. A student whose audition is unsatisfactory or who fails to meet satisfactorily the entrance exam requirements shall be removed from "conditionally classified" status.

### **Application Deadlines**

Information regarding deadlines for online applications to the M.A. and M.M. degrees is available at the department website.

### **Graduate Standing – Classified**

A graduate student may apply for classified graduate standing upon attainment of the following prerequisites: (a) complete all requirements for conditionally classified standing as described above; (b) an undergraduate major in music (or the equivalent of a major;

i.e., 29 undergraduate upper-division units in music appropriate to the student's desired graduate emphasis) according to the student's desired graduate emphasis with a minimum grade-point average of 3.0 in the major; and (c) satisfactorily complete MUS 500. One objective of MUS 500 is the preparation of a study plan listing all courses required for completion of the degree. This study plan must receive the approval of the Area Coordinator of the student's area of specialization, the Music Department graduate program adviser, and the Associate Vice President for Graduate Studies and Research. Opportunity is given to the student to remove any deficiencies in undergraduate-level preparation. Courses taken to satisfy deficiencies usually will not be included on the student's study plan and thus will not count toward the master's degree. Students who do not pass one or more of the entrance examinations shall take and complete specified coursework with a "B" (3.0) or higher or may retake the complete exam at its next administration.

Writing skills will be assessed at entrance using the student's entrance essay and the essay portion of the music history examination. Those who do not initially possess the expected proficiency will be required to achieve it before taking MUS 500. This may include taking appropriate coursework stipulated by the Music Department. Writing proficiency will be assessed further in MUS 500. Completion of MUS 500 with a "B" (3.0) or better satisfies the writing proficiency requirement.

Prospective students must also pass entrance requirements in music theory and music history. The music theory requirement must be met by passing the entrance examination. The music history requirement must be met by passing the entrance examination. The music theory entrance requirement must be satisfied before a student may take coursework for the study plan. The music history entrance requirement must be satisfied before a student may take any 500-level music history seminar.

## **MASTER OF MUSIC (30 UNITS)**

Applicants to the Master of Music program must have completed either a Bachelor of Music degree in performance or composition, or show evidence of equivalent rigorous training. For the entrance audition, applicants in performance must demonstrate proficiency equivalent to the 400 level, the level expected of a performance major in the Bachelor of Music program at the time of the senior recital; composition applicants must submit a portfolio of scores for examination by the theory-composition faculty. For admission to the programs in choral or instrumental conducting, applicants must show evidence of substantial conducting coursework at the undergraduate level plus practical experience. Further, to audition for entrance into the program, each choral applicant must demonstrate conducting proficiency with a mixed chorus and each instrumental applicant must demonstrate conducting proficiency with a band or orchestra. Choral applicants must also demonstrate basic vocal and keyboard proficiencies and vocal sight reading ability. Under exceptional circumstances, a videotape may be substituted for the live audition.

## Study Plan

The Master of Music degree program requires that at least half of the graduate units be 500-level courses. MUS 500 must be taken within the first nine units. Students may choose to perform one or two recitals; those choosing one recital will also write a corollary essay. Under certain circumstances, and with departmental approval, a thesis may be substituted for the recital and written project. Graduate students in string performance are required to participate in orchestra every semester of residency.

## MASTER OF ARTS IN MUSIC (30 UNITS)

Three options are offered in the Master of Arts in Music program: Option I in music history and literature; Option II in music education; and Option III in piano pedagogy. For the entrance audition in history and literature, applicants must submit an example of a previously written research paper on a musical subject. Applicants to the program in music education and to the program in piano pedagogy must submit a 30-minute tape demonstrating their teaching technique in a classroom situation, plus additional written materials.

## Study Plan

The Master of Arts degree program requires no more than six units of graduate study be outside the field of music and at least half of which must be in 500-level courses in the major.

Option I in music history and literature requires: (a) reading ability in a foreign language, preferably German or French, prior to advancement to candidacy; and (b) a thesis. Students in Option II, music education, shall complete a thesis or a project. Students in Option III, piano pedagogy, shall complete either a project (consisting of a recital, public lecture and written essay) or a thesis.

Eight semester units are common to Options II and III – MUS 500, 406-408, and 552-555. MUS 500 must be included within the first nine units taken as a graduate student under both options.

For further details or advisement, consult the Department of Music graduate program adviser.

## MUSIC COURSES

Courses are designated as MUS in the class schedule.

### 100 Introduction to Music (3)

Musical enjoyment and understanding through a general survey of musical literature representative of a variety of styles and performance media. Music will be related to other arts through lectures, recordings and concerts. For non-music majors.

### 101 Music Theory for Non-Music Majors (3)

Basic theory and practical applications to improve music performance and listening skills. Sight-singing and relationship to keyboard and simple melodic instruments. For non-music majors.

### 102 Introduction to American Folk Music (3)

American folk music, by region and period. Lecture, reading and listening assignments, and various audio-visual materials. No previous musical experience required.

### 111 Diatonic Harmony (2)

Scales and intervals, triads and their inversions, harmonizations, non-harmonic tones, modulation and seventh chords. Co-enrollment in MUS 121 is required for music majors and recommended for others. For Music majors or by permission of department only.

### 112 Diatonic Harmony (2)

Prerequisites: MUS 111, 121. Corequisite: MUS 122 for music majors; recommended for others. Scales and intervals, triads and their inversions, harmonizations, non-harmonic tones, modulation and seventh chords. For Music majors or by permission of department only.

### 121 Musicianship I – Diatonic (1)

Corequisite: MUS 111. Application of materials in MUS 111. Sight-singing, dictation and keyboard exercises. For Music majors or by permission of department only. (2 hours activity)

### 122 Musicianship II – Diatonic (1)

Prerequisites: MUS 111, 121. Corequisite: MUS 112. Application of materials in MUS 112. Sight-singing, dictation and keyboard exercises. For Music majors or by permission of department only. (2 hours activity)

### 151 Survey of Western Musical Literature (2)

Prerequisites: MUS 111, 121. Literature of music in Western civilization. Students should be able to read music in order to analyze form and style. For Music majors or by permission of department only.

### 182 Piano Class for Music Majors (2)

Prerequisites: Music majors only; MUS 111. Keyboard skills for students whose major performance instrument is not piano. For Music majors or by permission of department only. (1 hour lecture, 2 hours activity)

### 183 Voice Class for Non-Music Majors (1)

Prerequisite: consent of instructor. Elementary singing and musicianship techniques. Recommended for non-majors who wish to participate in a CSUF choral ensemble or for students who wish to apply for music major status. May be repeated for credit. (2 hours activity)

### 184A Piano Class for Non-Music Majors (1)

Beginning and elementary piano skills for the non-music major. (2 hours activity)

### 185A Guitar Class for Non-Music Majors (1)

Beginning and elementary classical guitar techniques for the non-music major. May be repeated for credit. (2 hours activity)

### 185B Guitar for Non-Music Majors (1)

Prerequisite: MUS 185A or consent of the instructor. Elementary classical guitar techniques for the non-music major. Continuation of MUS 185A. May be repeated for credit. (2 hours activity)



**191 Individual Instruction (1)**

Prerequisite: jury recommendation. Individual study with assigned instructor. Performance technique, repertoire and other responsibilities as assigned. Jury examination required. May be repeated for credit.

**192 Individual Instruction (2)**

Prerequisite: jury recommendation. Individual study with assigned instructor. Performance technique, repertoire and other responsibilities as assigned. Jury examination required. May be repeated for credit.

**196 Student-to-Student Tutorials (1-3)**

Prerequisites: 3.0 or higher grade-point average and/or consent of instructor and simultaneous enrollment in the course, or previous enrollment in a similar course or its equivalent. Consult "University Curricula" in this catalog for a more complete course description.

**211 Chromatic Harmony (2)**

Prerequisites: MUS 112, 122. Corequisite: MUS 221 for music majors; recommended for others. Chromatic practice of the 19th century. Secondary dominants; ninth, 11th and 13th chords; sequence; Neapolitan and augmented sixth chords. For Music majors or by permission of department only.

**213 Jazz Harmony and Analysis (2)**

Prerequisite: MUS 264. Pre- or corequisite: MUS 221. Provides tools to understand principles of jazz harmony and form. Description of chords, including seventh, ninth and 13th chords; altered chords; modulation as found in jazz music; and modes. (4 hours activity)

**221 Musicianship III Chromatic (1)**

Prerequisites: MUS 112, 122. Application of materials in MUS 211. Sight-singing, dictation, and keyboard exercises. For Music majors or by permission of department only. (2 hours activity)

**264 Jazz Improvisation I (1)**

Prerequisites: MUS 111, 112. Ability on a standard jazz instrument, or consent of instructor. Application of scales and their relationship to chords. Modes, jazz rhythmic phrasing, blues progressions and cycle of dominant seventh chords. Basic jazz keyboard drills and ear training are involved. (2 hours activity)

**278 Music Production and Performance (1)**

Training and experience in the production of live performance, including house management, stage management and publicity, as well as guided observation and reflection on a diverse range of musical events.

**281B Orchestral Instruments/Brass Instruments (1)**

Techniques and materials for teaching orchestral instruments. Intended for Music Education majors. (3 hours activity)

**281P Orchestral Instruments/Percussion Instruments (1)**

Techniques and materials for teaching orchestral instruments. Intended for Music Education majors. (3 hours activity)

**281S Orchestral Instruments/String Instruments (1)**

Techniques and materials for teaching orchestral instruments. Intended for Music Education majors. (3 hours activity)

**281W Orchestral Instruments/Woodwind Instruments (1)**

Techniques and materials for teaching orchestral instruments. Intended for Music Education majors. (3 hours activity)

**282A Piano Class for Music Majors (2)**

Prerequisite: MUS 182 with a "C" (2.0) or better, or consent of instructor. Keyboard skills for students whose major performance field is not piano. For Music majors or by permission of department only. (1 hour lecture, 2 hours activity)

**282B Piano Class for Music Majors (2)**

Prerequisite: MUS 282A with a "C" (2.0) or better, or consent of instructor. Keyboard skills for students whose major performance field is not piano. Meets minimum piano proficiency requirements for degree. For Music majors or by permission of department only. (1 hour lecture, 2 hours activity)

**283 Voice Class for Instrumentalists (1)**

Prerequisite: teaching credential candidate or consent of instructor. Vocal skills for students whose major performance field is not voice. Prepares music education students to work with young singers in group settings by understanding their own vocal problems and the solutions in a variety of vocal styles. Satisfies voice-proficiency requirement for music credential candidates. (2 hours activity)

**284 Instrument Class for Singers, Pianists, and Guitarists (1)**

Instrumental skills for music majors and minors other than Instrumental Music Education. Prepares Choral and General-Music music-education students to work with beginning instruments in group settings. Study of ranges, transpositions and techniques of various orchestral instruments. (3 hours activity)

**285 Functional Skills for Keyboard Majors (2)**

Development of the ability to sight-read, harmonize, transpose and improvise. (4 hours activity)

**291 Individual Instruction (1)**

(See MUS 191, 192)

**292 Individual Instruction (2)**

(See MUS 191, 192)

### **302 History of Jazz (3)**

Prerequisite: completion of General Education (G.E.)

Category C.1. Historical study of jazz music in America, along with its antecedents; chronological development and stylistic evolution with consideration of related trends. Listening, reading and written work. Intended for non-music majors. May not be used as a music-major elective.

### **303 World Music (3)**

Prerequisite: completion of G.E. Category C.1. Art, folk and popular music of selected world areas; topics vary according to semester and are chosen from Latin American, North American, Asian, African and European cultures and traditions. Listening, reading and written work. Intended for non-music majors. May not be used as a music-major elective.

### **304 Music of Mexico (3)**

Prerequisite: completion of G.E. Category C.1. Historical survey of folk, popular, and art music traditions of Mexico and music in Mexican American/Chicano society, with coverage of pre-Cortesian and contemporary indigenous musical practices; focus on the relationship of music to Mexican history and culture. Listening, reading and written work. Intended for non-music majors. May be used as a music-major elective. (Same as CHIC 304)

### **305 Women in Music (3)**

Prerequisite: completion of G.E. Category C.1. Contributions women have made as composers and performers, and as musical patrons, as well as the historical limitations to which women musicians have been subject. Listening, reading and written work. Intended for non-music majors. May be used as a music-major elective.

### **306 Business of Music (3)**

Prerequisite: MUS 100 or 151. Comprehensive survey of the business aspects of songwriting, publishing, copyright, legal affairs, the record industry, music in broadcast and film, and career planning and development.

### **307 History of Rock Music (2)**

Prerequisite: completion of G.E. Category C.1. History of American and British rock and popular music and their place in society; begins with the study of the roots of American popular music. Listening, reading and written work. Intended for non-music majors. May be used as a music-major elective. One or more sections offered online.

### **308 Music of the Middle East (3)**

Prerequisite: completion of G.E. Category C.1. Middle Eastern music in its socio-cultural, historical and global contexts. Development of listening, critical thinking and writing skills. Directed towards non-majors.

### **312 Jazz and Commercial Arranging (2)**

Prerequisites: MUS 211, 213. Harmonic practices in commercial music; stage band and jazz writing techniques. May be repeated once for credit.

### **314A Special Projects in Jazz and Commercial Music (2)**

Prerequisite: MUS 312 or consent of instructor. Three- and four-part voice accompaniment; planning and executing the multi-chorus, small-group arrangement.

### **314B Special Projects in Jazz and Commercial Music (2)**

Prerequisite: MUS 314A or consent of instructor. Introduction to harmonic substitutions; planning and executing arrangements for larger groups of instruments.

### **316 16th-Century Counterpoint (2)**

Prerequisites: MUS 211, 221. Sixteenth-century counterpoint in two, three and four parts, covering motet, canon, double counterpoint.

### **319 Form and Analysis (3)**

Prerequisites: MUS 211, 221. Structural elements of music such as motive, phrase and period: binary, ternary, rondo, sonata allegro and larger musical forms in representative musical works.

### **320 20th-Century Techniques to 1945 (2)**

Prerequisites: MUS 211, 221. Compositional practices from 1890 to 1945; Written examples in the various styles. Sight singing, keyboard practice and dictation. (1 hour lecture, 2 hours activity)

### **323 Orchestration (2)**

Prerequisites: MUS 319, 320 or consent of instructor. Instrumentation and scoring. Writing and analyzing orchestral music.

### **326 Introduction to Music Technology (2)**

Prerequisites: Music major and MUS 211, 221. Theory and use of computer software for sound design and music production. Demonstrations and assignments dealing with techniques for creating music in the digital domain.

### **333 Music and Child Development (3)**

Prerequisite: Music majors only or consent of instructor. Relationship of music to child growth and development for the child ages five to 12. Survey of age-appropriate music materials.

### **350 Music in American Society (3)**

Prerequisite: completion of G.E. Category C.1. Music in its relationship to American culture and society. Sociological approach through the study of musical repertoires and concert life, as well as audience participation in musical consumption. Listening, reading and written work. Intended for non-music majors. May not be used as a music-major elective.

**351A History and Literature of Western Music (3)**

Prerequisites: MUS 112, 122, 151. History and literature of European music, from early Greek beginnings through the Renaissance. Listening, reading and written work. Intended for music majors.

**351B History and Literature of Western Music (3)**

Prerequisites: MUS 151, 211, 221, 351A. History and literature of European music of the Baroque and Classic eras. A grade of "C" (2.0) or higher fulfills the course requirement of the university upper-division baccalaureate writing requirement for music majors. Listening, reading and written work. Intended for music majors.

**351C History and Literature of Western Music (3)**

Prerequisites: MUS 151, 211, 221; 351A,B. History and literature of European and American music, from the Romantic era to the present. Intended for music majors.

**354 Survey of Public School Choral Music Materials (2)**

Prerequisite: MUS 383A. Examination and analysis of choral repertoire suitable for junior and senior high choruses.

**355 Film Music (3)**

Prerequisite: completion of G.E. Category C.1. Historical survey of the use of music in motion pictures. Analysis and examination of film scores. Listening, reading and written work. Intended for non-music majors. May be used as a music-major elective.

**356 African American Music Appreciation (3)**

(Same as AFAM 356)

**357 Blacks in the Performing Arts (3)**

(Same as AFAM/THTR 357)

**364 Jazz Improvisation II (1)**

Prerequisite: MUS 213 or consent of instructor. Continuation of modal patterns and jazz rhythms for improvisation. Melodic construction in improvisation. Playing II-V-I progressions in major and minor keys. Form, stylistic analysis and ear training. (2 hours activity)

**365G Guitar Performance Workshop (1)**

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty and guests. Recommended for guitar majors each semester. May be repeated for credit. (2 hours activity)

**365I Instrumental Workshop (1)**

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty and guests. Recommended for instrumental majors each semester. May be repeated for credit. (2 hours activity)

**365K Keyboard Workshop (1)**

Weekly workshop performances by students, faculty and guests. Recommended for keyboard majors each semester. May be repeated for credit. (2 hours activity)

**365S String Workshop (1)**

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty, and guests. Recommended for string majors each semester. May be repeated for credit. (2 hours activity)

**365V Vocal Workshop (1)**

Corequisite: enrollment in applied vocal study or consent of Vocal Area Coordinator. Techniques of artistic performance explored through classroom demonstrations, master classes, and recitals on and off campus. Additional recital and performance attendance required. Course may be repeated for credit. (2 hours activity)

**372 Harpsichord Class for Music Majors (1)**

Prerequisite: 300 jury level in piano or organ, or consent of instructor. Harpsichord as an instrument, the application of Baroque stylistic characteristics and training in the rudiments of continuo playing in ensemble with voices and instruments. (2 hours activity)

**373 Organ Class for Music Majors (1)**

Prerequisite: 300 jury level in piano or consent of instructor. Organ as an instrument, the playing techniques and repertoire. Differences between piano and organ techniques. (2 hours activity)

**380A Diction for Singers (English and Italian) (1)**

Prerequisites: sophomore standing and music major status and consent of instructor. Introduces the International Phonetic Alphabet as the fundamental tool for improving singing diction. Refining English and Italian diction through group, individual exercises. Not a substitute for formal foreign-language study. (2 hours activity)

**380B Diction for Singers (German) (1)**

Prerequisite: MUS 380A. Problems of basic phonetics in German as applied to singing diction. Continued study of the International Phonetic Alphabet with oral and written exercises. Not a substitute for formal foreign-language study; prior study of German recommended. (2 hours activity)

**380C Diction for Singers (French) (1)**

Prerequisite: MUS 380A. Problems of basic phonetics in French as applied to singing diction. Continued study of the International Phonetic Alphabet with oral and written exercises. Not a substitute for formal foreign-language study; prior study of French recommended. (2 hours activity)

**382A Instrumental Conducting (2)**

Prerequisites: two courses from MUS 284; 281B,P,S,W; or consent of instructor. Principles, techniques, and methods of conducting orchestral and band groups. (4 hours activity)

**382B Instrumental Conducting (2)**

Prerequisites: two courses from MUS 284; 281B,P,S,W; or consent of instructor. Continuation of 382A, including laboratory experience in conducting instrumental groups, using standard instrumental literature. (4 hours activity)

**383A Choral Conducting (2)**

Prerequisite: one semester of voice class or consent of instructor. Principles, techniques and methods of conducting choral groups. (4 hours activity).

**383B Choral Conducting (2)**

Prerequisites: MUS 383A plus one semester of voice class or consent of instructor. Continuation of 383A, including laboratory work with class and vocal ensembles, using standard choral repertoire. (4 hours activity)

**384 Jazz/Commercial Keyboard (1)**

Prerequisite: Pass Piano Proficiency or MUS 282B. Provides skills to play underlying harmonies and keyboard voicings found in jazz and popular music. (2 hours activity)

**385G Guitar Fingerboard Skills (2)**

Prerequisite: junior or senior guitar standing or consent of the instructor. Developing comprehensive understanding of the guitar fingerboard, with emphasis on scales, intervals, chord formation, harmonic progressions and sight-reading. (2 hours activity)

**386 Piano-Vocal Collaboration (1)**

Prerequisite: 200 level in performance or consent of instructor. Collaborative skills for pianists and vocalists, with representative examples from standard teaching literature for voice and piano. Classroom performances, outside rehearsals, listening and recital attendance required. May be repeated for credit. (2 hours activity)

**391 Individual Instruction (1)**

(See MUS 191, 192)

**392 Individual Instruction (2)**

(See MUS 191, 192)

**395 Internship and Professional Experience (1-3)**

Fieldwork in music under supervision of resident faculty and professionals in the field. Requires minimum six hours fieldwork per week for each unit credit. May be repeated for credit to a maximum of six units. Open to all music students by consent of instructor.

**398 Recital (1)**

Prerequisites: 300 jury level in the principal performance area and consent of instructor. Corequisite: MUS 365 I, S, G, K or V. Preparation and presentation of representative works in the principal performance area. In the semester of recital presentation, MUS 398 will substitute for one unit of 393.

**406A Major Performance Ensemble/Symphony Orchestra (1)**

Prerequisite: audition or consent of instructor. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. Concert tour may be included. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (More than 3 hours major production)

**406B Major Performance Ensemble/Concert Choir (1)**

Prerequisite: audition. Study and perform standard and contemporary music literature. Public concerts on campus and in the community each semester. Concert tour may be included. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (More than 3 hours major production) May be repeated for credit.

**406C Major Performance Ensemble/Symphonic Winds (1)**

Prerequisite: consent of instructor. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. Concert tour may be included. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (More than 3 hours major production)

**406D Major Performance Ensemble/Opera Theatre (1)**

Prerequisites: audition and consent of instructor. Musical, dramatic and language techniques of music theatre. Assignments made according to casting requirements. Public performances of scenes, programs or complete operas. Open to majors and non-majors. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (3 or more hours activity)

**406E Major Performance Ensemble/University Singers (1)**

Prerequisite: audition. Study and perform standard and contemporary music literature. Public concerts on campus and in the community each semester. Concert tour may be included. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (More than 3 hours major production) May be repeated for credit.

**406F Major Performance Ensemble/ Wind Symphony (1)**

Prerequisite: advanced wind and percussion students accepted by audition. Study and perform standard and contemporary music literature. Public concerts on campus and in the community each semester. Concert tour may be included. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (More than 3 hours major production)

**406H Major Performance Ensemble/Opera Orchestra (1)**

Prerequisite: permission of instructor. Performance in the orchestra for collaborative Music Department/Theatre Department productions. musical preparation, joint rehearsal preparation with the Theatre Department, and performances. Does not satisfy the Music Department major performance ensemble requirement. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (3 or more hours activity)



**406L Major Performance Ensemble/Jazz Ensemble I (1)**

Prerequisites: audition and consent of instructor. Study and perform advanced standard and contemporary jazz literature for large ensemble. Public concerts on campus and in the community each semester. Concert or jazz festivals tours may be included. May be repeated for credit every semester by undergraduate music majors, or up to five times by students in graduate music programs. (3 or more hours activity)

**406M Major Performance Ensemble/Men's Chorus (1)**

Prerequisite: audition. Learn and perform a wide variety of high-quality choral literature written especially for men's voices. Gain improved competence in sight singing, musicianship, and vocal skills. Open to both music majors and non-music majors. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (3 or more hours activity)

**406S Major Performance Ensemble/Jazz Ensemble II (1)**

Prerequisite: audition or consent of instructor. Study and perform standard and contemporary jazz literature for large ensemble. Public concerts on campus and in the community each semester. Concert or jazz festival tours may be included. May be repeated for credit every semester by undergraduate music majors, or up to five times by students in graduate music programs. (3 or more hours activity)

**406T Major Performance Ensemble/Jazz Ensemble III (1)**

Prerequisite: audition or consent of instructor. Study and perform standard and contemporary jazz literature for large ensemble. Public concerts on campus and in the community each semester. Concert of jazz festival tours may be included. May be repeated for credit. (3 or more hours activity)

**406U Major Performance Ensemble/University Band (1)**

Prerequisite: consent of instructor. Study and perform standard and contemporary music literature. Public concerts on campus and in the community each semester. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (More than 3 hours major production)

**406V Jazz Singers (1)**

Prerequisite: audition and/or consent of instructor. Study and perform standard and contemporary vocal jazz literature. Public concerts on campus and in the community each semester. Concert/festival tours may be included. Open to non-music majors by audition. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (3 or more hours activity)

**406W Major Performance Ensemble/Women's Choir (1)**

Prerequisite: consent of instructor. Learn and perform a wide variety of high-quality choral literature written especially for women's voices, while improving competence in sight singing, musicianship and vocal skills. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (3 or more hours activity)

**407C Cello Choir (1)**

Prerequisite: open to cellists by audition. Rehearse, study and perform literature written or arranged for various groups of cellos. Combine rehearsals, sectionals, workshops, master classes and joint concerts with guest artists/conductors. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**407D Percussion Ensemble (1)**

Prerequisite: consent of instructor. Study and perform music written for percussion ensemble. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**407E Brass Ensemble (1)**

Prerequisite: consent of instructor. Study and perform music written for large brass choir/ensemble. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**407G Guitar Orchestra (1)**

Prerequisites: audition; consent of instructor. Numerous public performances, on and off campus, of music written for large ensemble of classical guitars. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**407K Clarinet Choir (1)**

Prerequisite: audition. Study and perform music for clarinet choir. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**407M Horn Ensemble (1)**

Prerequisite: consent of instructor. Study and perform music written for French horn ensemble with emphasis on the solution of various problems relating to multiple horn literature. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**407Y Diverse Instrument Ensemble (1)**

Prerequisite: audition. Ensemble of diverse instruments and voices. Performs a wide range of repertoire for indeterminate instrumentation, as well as arrangements and transcriptions of music from the Middle Ages to the present. Open to all performance areas, including electric as well as acoustical instruments. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**408B Chamber Music Ensemble/Brass (1)**

Prerequisite: all qualified wind, string or keyboard students. Study, read and perform representative chamber literature of all periods. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**408C Collegium Musicum (1)**

Prerequisite: audition. Study and perform instrumental and vocal music from the middle Ages, Renaissance and Baroque. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**408G Chamber Music Ensemble/Guitar (1)**

Prerequisite: all qualified classical guitar students and other music students by consent of instructor. Study, read and perform representative chamber literature of all periods. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**408J Chamber Music Ensemble/Jazz Combo (1)**

Study, read and perform jazz repertoire representative of various styles. May be repeated for credit every semester by undergraduate music majors, or up to five times by students in graduate music programs. (2 hours activity)

**408K Chamber Music Ensemble/Keyboard (1)**

Prerequisite: all qualified wind, string or keyboard students. Study, read and perform representative chamber literature of all periods. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**408S Chamber Music Ensemble/Strings (1)**

Prerequisite: all qualified wind, string or keyboard students. Study, read and perform representative chamber literature of all periods. Multiple sections offer differing ensemble experiences: string quartet, string trio and string quintet. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**408V Chamber Music Ensemble/Voice (1)**

Prerequisite: all qualified wind, string, keyboard and voice students. Study, read and perform representative vocal chamber literature of all periods. Multiple sections offer differing ensemble experiences: vocal duets, vocal trios, small vocal ensembles, voice with instrument(s). May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**408W Chamber Music Ensembles/Woodwind (1)**

Prerequisite: all qualified wind, string, or keyboard students. Study, read and perform representative chamber literature of all periods. Section 1: Woodwind Quintets. Section 2: Small, Mixed Ensembles. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**408X Chamber Music Ensemble/Saxophone (1)**

Prerequisite: all qualified wind, string or keyboard students. Study, read and perform representative chamber literature of all periods. May be repeated for credit every semester by undergraduate music majors or up to five times by students in graduate music programs. (2 hours activity)

**411 Survey of Music Theory (3)**

Prerequisites: completion of all lower-division theory requirements, and at least senior standing or equivalent. Theoretical basis of music from 1500 to the present through analysis, readings and discussion. Intended primarily for graduate and post-baccalaureate students. Fulfills graduate entrance examination requirement in music theory. May not be applied to a graduate study plan.

**418 18th-Century Counterpoint (2)**

Prerequisite: MUS 211, 221. Eighteenth-century counterpoint in two, three and four parts, covering invention, canon, double and triple counterpoint and fugue.

**419 Advanced Form and Analysis (3)**

Prerequisite: MUS 351C. Continuation of MUS 319; larger musical works.

**420 Compositional Techniques since 1945 (3)**

Prerequisites: MUS 320, 351C or consent of instructor. Compositional practices from 1945 to the present, including synthesis of sound. Written examples in various styles.

**422 Composition (2)**

Prerequisites: MUS 316, 319 and 320 or consent of instructor. Composition of smaller forms in various contemporary styles. Not available for graduate degree credit.

**426 Applications of Music Technology (2)**

Prerequisite: MUS 326. Continuing supervised laboratory experimentation with equipment, concepts and techniques encountered in MUS 326. Students pursue individual assignments based on experience, ability and interest. May be repeated for credit.

**433 Music in Childhood (3)**

Prerequisite: completion of a music course in G.E.Category C.1. Songs, creative activities and materials for teaching music to elementary school-aged children. Teaching-learning strategies. Not available for graduate degree credit.

**444 Survey of Marching Bands (2)**

Prerequisite: consent of instructor. Techniques, materials, administration for marching band. Charting for field shows and parade activities. (1 hour lecture, 2 hours activity)

**450 History of Musical Style (3)**

Prerequisites: MUS 351A,B,C or equivalent, or consent of instructor. Intensive review of principal musical styles in Western music. Intended primarily for graduate and post-baccalaureate students. Fulfills graduate entrance examination requirement in music history. May not be applied to a graduate study plan.

**451 Jazz History and Style (3)**

Prerequisites: MUS 211; 351A,B. History and literature of jazz music, including African roots, developments and aspects of style periods, and the contemporary state of jazz. Intended for music majors. Activities include listening, analysis, and a term paper.

**453A Choral Literature (2)**

Prerequisites: MUS 351A,B. Choral literature, from Medieval, Renaissance and Baroque eras analyzed in historical perspective; investigation of performance practice issues.

**453B Choral Literature (2)**

Prerequisites: MUS 351A,B,C. Choral literature, from Classic, Romantic and Contemporary eras analyzed in historical perspective; investigation of performance practice issues.

**454A Piano Literature (2)**

Prerequisites: MUS 351A,B,C and upper-division piano standing or consent of instructor. Representative styles and schools of piano literature; solo and ensemble repertoire – contrapuntal forms, sonatas and variations.

**454B Piano Literature (2)**

Prerequisites: MUS 351A,B,C and junior or senior piano standing or consent of instructor. Representative styles and schools of piano literature; solo and ensemble repertoire – character pieces, fantasies, suites, and etudes.

**455 Wind Ensemble Literature (3)**

Prerequisites: MUS 351A,B,C, 382A,B. Comprehensive survey of the history and literature of the wind ensemble. Developments in musical style and repertoire, and the social and historical contexts for the wind ensemble.

**456 Opera Literature (3)**

Prerequisites: MUS 351A,B,C. Operatic literature and performance practices from the Baroque period through the present. Stylistic and historical considerations of selected works examined in detail.

**457A Song Literature (2)**

Prerequisites: MUS 319; 351A,B,C, or consent of instructor. Open to all music majors. German Lieder with representative examples of periods and styles. Historical contexts, poetry and compositional techniques. Prior study of German recommended.

**457B Song Literature (2)**

Prerequisites: MUS 319; 351A,B,C, or consent of instructor. Open to all music majors. French mélodie with representative examples of periods and styles. Historical contexts, poetry and compositional techniques. Prior study of French language recommended.

**458 Symphonic Literature (3)**

Prerequisites: MUS 351A,B,C. Literature of the symphony orchestra, from the classical era through the mid-20th century.

**459A Guitar Literature (2)**

Prerequisites: MUS 351A,B,C. Historical survey of the literature for Baroque and classical guitar, lute and vihuela; study of transcriptions for modern guitar.

**459B Guitar Pedagogy (2)**

Prerequisites: MUS 151; 211; 351A,B,C; junior or senior guitar standing or consent of the instructor. Fundamentals of teaching and coaching classical guitar. Materials and methods for individual and group instruction.

**462 World Music for Music Majors (3)**

Prerequisites: MUS 351 A,B,C. Art, folk and popular music of selected world areas; topics vary according to semester and are chosen from Latin American, North American, Asian, African and European cultures and traditions.

**464 Jazz Improvisation III (1)**

Prerequisite: MUS 364 or consent of instructor. Continuation of Jazz improvisational pedagogy and techniques with an emphasis on performance application. Form, stylistic analysis and ear training. (2 hours activity)

**465S Topics in Violin Playing (1)**

Corequisite: course in applied music. Various topics of violin playing and performing. Discussion and demonstration includes both technical and musical elements applicable to violin performance.

#### **465V Advanced Vocal Workshop (1)**

Prerequisite: B.M. or M.M. vocal performance major. Corequisite: MUS 491/492 or 591/592. Advanced techniques of artistic performance through faculty/guest artist teaching, demonstrations, master classes, exercises, professional writing. Combine informal and formal performances, journaling, reading assignments, writing program notes and preparing audition portfolios.

#### **466 Pedagogy Observation and Internship (1)**

Prerequisite: junior-level piano standing or consent of instructor. Corequisite: 467A,B or C. Observation of and supervised internship in piano teaching. Teaching techniques and development of lesson plans and materials. May be repeated for credit. (2 hours activity)

#### **467A Piano Pedagogy (2)**

Prerequisite: junior or senior piano standing or consent of instructor. Materials and methods for beginning and elementary students. Co-enrollment in MUS 466 recommended.

#### **467B Piano Pedagogy (2)**

Prerequisite: junior or senior piano standing or consent of instructor. Materials and methods for intermediate and early advanced students. Co-enrollment in MUS 466 recommended.

#### **467C Piano Pedagogy (2)**

Prerequisite: junior or senior piano standing or consent of instructor. Corequisite: MUS 466 recommended. Materials and methods for class piano.

#### **468 Vocal Pedagogy (2)**

Prerequisite: junior standing, prior or concurrent college-level applied vocal study and permission of instructor. Physiology, anatomy/and acoustics as they apply to singing; fundamental principles of vocal pedagogy for studio and public school teaching. Outside practice teaching required.

#### **469 Jazz Pedagogy (2)**

Prerequisite: 300 applied level; 281B,P,W recommended. Preparation to teach jazz in high schools and colleges. Background in administration, preparation, rehearsal and evaluation of various types of jazz ensembles: big bands, combos and vocal jazz groups.

#### **477 Piano Pedagogy Practicum (3)**

Prerequisites: MUS 467A,B,C. Supervised piano teaching in individual and group learning environments. Emphasizes keyboard technique, literature, communication skills, lesson plans and piano curriculum. May be repeated for credit. (6 hours activity)

#### **484 Performance Techniques for Opera (2)**

Corequisite: MUS 493 or 593; audition. Stage movement and characterization techniques for the classically trained singer. Style in performance with reference to arias and small scenes from standard operatic and music theatre literature. (1 hour lecture, 2 hours activity)

#### **491 Individual Instruction (1)**

(See MUS 191, 192)

#### **492 Individual Instruction (2)**

(See MUS 191, 192)

#### **496 Student-to-Student Tutorials (1-3)**

Prerequisites: grade-point average of 3.0 and consent of instructor. Previous or concurrent enrollment in the course being tutored or an equivalent course. Consult "Student-to-Student Tutorials" in this catalog for more complete course description.

#### **497 Senior Project (1)**

Independent investigation of an area of special interest in music culminating in a research paper, lecture, or lecture-recital.

#### **498 Recital (1)**

Prerequisites: 400 jury level in the principal performance area (400 jury level in composition for composition majors) and consent of instructor. Corequisite: MUS 365 K,I,S,G, or V. Preparation and presentation of representative works in the principal performance area. In the semester of recital presentation, MUS 498 will substitute for one unit of MUS 493.

#### **499 Independent Study (1-3)**

Special topic in music selected in consultation with and supervised by the instructor. May be repeated for credit.

#### **500 Introduction to Graduate Study in Music (3)**

Required of all music graduate students within the first nine study-plan units. Basic bibliography, literature and research techniques, as well as other materials useful in graduate study.

#### **524 Seminar in Music Theory (3)**

Prerequisite: MUS 500. Theoretical subjects (form/style analysis, history of music theory, etc.) to be chosen by instructor. May be repeated for credit.

#### **552 Seminar in Music of the Renaissance (3)**

Prerequisites: MUS 351A,B,C; MUS 500; or equivalent. Forms, styles and characteristics of MUS between 1400 and 1600. Analysis of works by representative composers and theoretical writers.

#### **553 Seminar in Music of the Baroque Period (3)**

Prerequisites: MUS 351A,B,C; MUS 500; or equivalent. Musical forms, styles and performance practices of the Baroque period. Analysis of representative works.

#### **554 Seminar in Music of the Classic Period (3)**

Prerequisites: MUS 351A,B,C; MUS 500; or equivalent. History and literature of music from approximately 1730 to 1820. Analysis of representative works.

#### **555 Seminar in Music of the Romantic Period (3)**

Prerequisites: MUS 351A,B,C; MUS 500; or equivalent. Structure and development of music in the 19th century. Analysis of representative works.



**556 Seminar in Twentieth-Century American Music (3)**

Prerequisite: MUS 500. History and literature of American art music in the 20th century. Analysis of representative musical works and repertoires, as well as musical, historical and social developments.

**567 Seminar in Piano Pedagogy (3)**

Prerequisites: MUS 351A,B,C; MUS 500 or equivalent. Graduate-level study of advanced learning theories, musical issues and pedagogical methods involved in teaching piano through lectures, discussions and student presentations. Practice teaching required. May be repeated for credit.

**568 Graduate Seminar in Vocal Pedagogy (2)**

Prerequisites: MUS 468, 500. Problems of vocal pedagogy as related to teaching and performance. Anatomical, psychological and musical considerations relating to vocal techniques for solo and choral singing. Comparative methodologies for studio teaching. Supervised practice teaching component.

**570G Seminar in Guitar Literature (3)**

Prerequisites: MUS 351A,B,C; 500 or equivalent. Advanced study of guitar literature, with performances and analysis by class members and lectures by the instructor. Requirements can be met by performance and/or analysis. May be repeated for credit.

**570P Seminar in Piano Literature (2)**

Prerequisites: MUS 351A,B,C; 500 or equivalent. Advanced study of piano literature, with performances and analyses by class members and lectures by the instructor. Requirements can be met by performance and/or analysis. May be repeated for credit.

**570V Vocal Literature Seminar (2)**

Prerequisites: MUS 457A, 457B, 500 or permission of instructor. Advanced techniques and problems in the study of vocal literature for analysis and performance. Topics include historical contexts, literary and textual interpretation, music form and analysis, and performance practices.

**583 Seminar in Advanced Choral Conducting and Interpretation (2)**

Prerequisites: MUS 383B, 500, conducting experience or consent of instructor. Choral conducting techniques. Lab work with student groups and concert conducting. May be repeated for credit.

**591 Individual Instruction (1)**

Prerequisite: jury recommendation. Individual instruction with assigned instructor. Performance techniques, repertoire and other responsibilities as assigned. May be repeated for credit.

**592 Individual Instruction (2)**

Prerequisite: jury recommendation. Individual instruction with assigned instructor. Performance techniques, repertoire and other responsibilities as assigned. May be repeated for credit.

**597 Project (1-3)**

The culminating experience of all M.M. students, and of M.A. Music Education and M.A. Piano Pedagogy students who so elect. Number of units is variable depending on options chosen in conjunction with advisers from activities, such as public recitals, lecture, corollary essay, original composition(s) or a significant research study.

**598 Thesis (3)**

Individual investigations of specific problems in the area of concentration by candidates for the M.A. degree. Students must submit an enrollment request form by week one of the preceding semester.

**599 Independent Graduate Research (1-3)**

Prerequisites: graduate standing in music and consent of instructor. Research and study projects in areas of specialization beyond regularly offered coursework. Oral and/or written reports required. Students must submit an enrollment request form by week one of the preceding semester.

**MUSIC EDUCATION COURSES**

Courses are designated as MUSE in the class schedule.

**394 Music Education Practicum (3)**

Prerequisites: MUS 382B or 383B; EDSC 310. For Music Education majors. Observation and application of musical concepts and materials, repertoire selection, sequential pedagogy, classroom delivery skills, and concurrent development of management skills, aural and visual discrimination skills, error detection and transposition skills.

**395 Clinical Practice in Conducting (2)**

Prerequisite: MUSE 394. For Music Education majors. Clinical practice and field applications of concepts, materials and procedures as applied to field situations, as in public and private schools. Each student observes, analyzes, assists when appropriate, and document a variety of actual classroom teaching situations and performances at various levels.

**404 Microcomputers and MIDI for School Music Classrooms (3)**

Prerequisite: EDSC 310. Pre-service and in-service music teachers learn how to use microcomputers and musical instrument digital interface (MIDI) for classroom management and pedagogical purposes. Students gain experience with software for word processing, database, spreadsheet, music notation, music pedagogy and MIDI.

**442 Principles and Methods of Teaching Music in the Public Schools (3)**

Prerequisite: admission to teacher education. Corequisite: EDSC 440F and 440S. History, principles of public education, grades K-12, with emphasis on music. Philosophy, methods, materials and procedures for organizing and teaching music in elementary and secondary schools. A "B-" (2.7) or better is required to earn a preliminary Single Subject credential.

**449E First Semester Student Teaching (3)**

Corequisite: MUSE 442. For candidates who have declared for the single subject credential in music. (Same as EDSC 449E)

**449I Second Semester Student Teaching(10)**

Prerequisite: for candidates who have declared for the single subject credential in music. (Same as EDSC 449I)

**449S Seminar in Secondary Teaching (3)**

Corequisite: MUSE 449I. For candidates who have declared for the single subject credential in music. (Same as EDSC 449S)

**501 Contemporary Music Education (3)**

Recent renovations and overview of the history, philosophy and methodology of the art of teaching music. Trends and applications of educational theory in relation to the teaching of music.

**529 Advanced Pedagogy in Music Education (3)**

Advanced pedagogical strategies for music teaching and learning, including world approaches to music education (e.g., Kodaly, Suzuki, Orff), current music learning theory and applications from cognitive and developmental psychology. Implications and applications for school music classes and curriculum development.

**531 Foundations of Music Education (3)**

Philosophical, historical, psychological and aesthetic bases of music education. Contemporary trends and future directions of music education.

**533 Psychology of Music (3)**

Contemporary topics merging research and practice in the fields of music teaching and learning theory. Topics include musical behavior, psycholacoustical parameters of music, perception, affective response, musical memory, learning theory, musical cognition.



# Nursing

College of Health and Human Development

## SCHOOL DIRECTOR

Cindy Greenberg

## SCHOOL OFFICE/WEBSITE

Education Classroom Building 190  
657-278-3336  
nursing.fullerton.edu

## PROGRAMS OFFERED

Bachelor of Science in Nursing  
Entry-Level BS in Nursing  
RN to BS in Nursing  
Master of Science in Nursing  
Entry-Level MS in Nursing  
Concentrations in Nursing  
Leadership, Nurse Anesthetist,  
Nurse Educator, School Nursing,  
Women's Health Care  
Doctor of Nursing Practice

## FACULTY

Sadeeka Al-Majid, Jo-Anne Andre,  
Rebecca Bodán, Barbara Doyer,  
Maryanne Garon, Nina Ghazaei,  
Nicholas Gorman, Cynthia Grauvogl,  
Cindy Greenberg, Barbara Haddad,  
Sandra James, MaryAnn Kelly, Christine  
Latham, Maria Matza, Ruth Mielke,  
Beth Moore, Marsha Orr, Rebecca  
Otten, Karen Ringl, Sue Robertson,  
Elaine Rutkowski, Dana Rutledge,  
Linda Schaffer, Bridgett Sellars, B.  
J. Snell, Katherine Tong, Stephanie  
Vaughn, Penny Weismuller

### Kaiser Permanente School of Anesthesia Faculty:

Sandy Bordi, Michael Boytim, Sass  
Elisha, Jeremy Heiner, John Nagelhout,  
Jennifer Thompson, Edward Waters

## INTRODUCTION

The Bachelor of Science in Nursing is designed to provide students with knowledge, skills, and attitudes necessary for the performance of the professional nursing role and characteristics of the generally educated person. The program prepares a nursing generalist who can provide care within a framework of scientific and professional accountability, and can function independently in a variety of health care settings. The program provides students with the necessary foundation for graduate education and specialization and promotes and fosters commitment to lifelong learning for personal and professional growth.

The Master of Science in Nursing provides nurses with the foundation and capability to function independently in a variety of health care settings and provide care within a framework of scientific and professional accountability.

The Doctor of Nursing Practice is a professional practice degree designed to prepare nurses in advanced practice for complex practice and leadership roles in the clinical setting as well as teaching roles at California's community colleges and at the California State University.

Student clinical placements in accredited agencies require cleared status on background checks. All programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

### Bachelor of Science in Nursing

The following goals and learning outcomes have been established for students pursuing a bachelor's degree in Nursing:

#### *Ethics*

- Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration and social justice as socially responsible citizens

#### *Professional Practice*

- Demonstrate accountability for self and nursing practice, including continuous engagement in life-long learning

#### *Evidence Based Practice*

- Improve patient health outcomes by accessing, analyzing and interpreting information (theoretical, research, other) at the individual/family and community level

#### *Critical Thinking*

- Use a systematic approach to analyze real or potential problems for the purpose of developing, testing and evaluating innovative solutions within a variety of healthcare settings

### *Communication*

- Use communication theories/techniques and demonstrate communication/collaboration with colleagues, transdisciplinary groups, including the use of informatics, to promote relationships with individuals/families and communities

### *Manager of Care*

- Plan and/or provide patient-centered, empathic and coordinated care that contributes to safe and high quality outcomes

## **Master of Science in Nursing**

The following goals and learning outcomes have been established for students pursuing a master's degree in Nursing:

### *Ethics*

- Evaluate ethical decision making from a personal and organizational perspective, develop an understanding of how these two perspectives may create conflict of interest, and act to resolve them

### *Professional Practice*

- Integrate a wide range of theories and knowledge from nursing and other disciplines to develop a comprehensive and holistic approach, implement advanced roles and continue life-long learning

### *Evidence Based Practice*

- Access, analyze and interpret information (theoretical, research, other) at the individual/family and community level to provide high quality health care, initiate change, and improve nursing practice and health care outcomes

### *Critical Thinking*

- Use a systematic approach to identify, analyze and diagnose real or potential problems with a variety of health care settings, and develop, evaluate and test possible solutions based upon highest level of evidence available, allowing for innovative solutions to the problem

### *Communication*

- Manage communication, including the uses of informatics, with clients, colleagues and diverse groups to foster effective collaboration to promote optimal health outcomes in individuals/families/communities

## **Doctor of Nursing Practice**

The following goals and learning outcomes have been established for students pursuing a doctorate degree in Nursing:

### *Ethics*

- Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in advanced nursing practice at individual, family, community and population levels, health care organizations and information systems, and research

### *Professional Practice*

- Utilize appropriate theories and evidence from nursing and related fields to provide high quality, accountable healthcare to diverse clients, including diagnosis and management in advanced practice to evaluate outcomes, develop and evaluate new practice approaches and evaluate and improve healthcare delivery systems, practice guidelines and health policy
- Access, analyze, interpret and develop information at the individual/family, community/population and organizational levels to provide high quality health care and health education, initiate change and improve nursing practice and health care outcomes
- Utilize principles of instructional design to develop, promote learning outcomes, and evaluate nursing and health education curricula

### *Clinical Scholarship (EBP)*

- Use a systematic approach to identify, analyze and diagnose actual or potential problems within a variety of health care settings, and develop, evaluate, manage and test possible solutions based upon highest level of evidence available, allowing for innovative solutions
- Demonstrate competence in knowledge application activities: translating research into practice, evaluating practice improvement of the reliability of health care practice and outcomes, and participating in collaborative research

### *Communication (Interprofessional Collaboration)*

- Demonstrate effective oral and written communication, including the use of informatics, with clients, colleagues and diverse groups to foster effective interprofessional collaboration to promote optimal health outcomes in individuals/families/communities/populations and within healthcare organizations, and to disseminate professional practice findings

## **BACHELOR OF SCIENCE IN NURSING (120 UNITS)**

The baccalaureate curriculum offers entry-level students and registered nurses with an associate degree in nursing (or its equivalent) an upper-division program leading to a Bachelor of Science degree with a major in nursing. Graduates are eligible for certification as public health nurses in the State of California.

## **ENTRY-LEVEL BACCALAUREATE PATHWAY (120 UNITS)**

The entry-level baccalaureate (EL-BS) curriculum offers students who are not registered nurses (RNs) a pathway to a Bachelor of Science degree with a major in nursing. Graduates are eligible for certification as public health nurses in the State of California. The EL-BS program is approved by the California Board of Registered Nursing.



## Admission Requirements

Admission criteria for the EL-BS are posted on the School of Nursing website: [nursing.fullerton.edu](http://nursing.fullerton.edu).

## Admission Procedures

Admission to the EL-BS pathway is a two-step process. The first step requires applying to the university, which sets deadlines for new applications. For current deadlines and application requirements, see the Admissions website: [fullerton.edu/admissions](http://fullerton.edu/admissions).

- Submit a university application, available at [csumentor.edu](http://csumentor.edu) and an official transcript of all previous college work
- After completing prerequisite courses, submit a nursing application form to the School of Nursing Office (EC-190) with an official transcript of all previous college work (application available at [nursing.fullerton.edu](http://nursing.fullerton.edu))
- Admission to the university as a pre-nursing student does not guarantee admission to the EL-BS major (This program has impacted status, which means that more applications are received than spaces available)
- Applications are screened using supplemental admission criteria, including prerequisite course completion, minimum GPA requirement, HESI Admission Assessment exam, application/volunteer work experience, and residency. Information about HESI testing dates and times is available at [nursing.fullerton.edu](http://nursing.fullerton.edu)
- Once accepted into the program, students are required to have professional liability insurance, a clear criminal background check, current health insurance, current American Heart CPR certification for healthcare providers, meet the health requirements of the university and assigned clinical agencies, a valid California driver's license and auto insurance

## Requirements for Degree

Degree requirements consist of a specific combination of prerequisites, general education, and other nursing courses. The following courses are required for the EL-BS nursing major: NURS 310, 321, 321L, 322, 323, 324, 402, 402L, 403, 403L, 404, 404L, 405, 405L, 406, 406L, 407, 407L, 410, 410L, 411, 411L, 412L

## LVN TO BACHELOR OF SCIENCE IN NURSING PATHWAY (120 UNITS)

### Admission Requirements

Admission criteria for the LVN to BS in Nursing Pathway are posted on the School of Nursing website: [nursing.fullerton.edu](http://nursing.fullerton.edu).

### Requirements for Degree

Degree requirements consist of a specific combination of prerequisites, general education and other nursing courses. The following courses are required for the LVN-BS nursing major: NURS 310, 321, 321L, 322, 323, 324, 402, 402L, 404, 404L, 405, 405L, 406, 406L, 407, 407L, 410, 410L, 411, 411L, 412L. NURS 403 and 403L are waived, however units are not waived.

## RN TO BACHELOR OF SCIENCE IN NURSING PATHWAY (120 UNITS)

### Admission Requirements

Admission criteria for the RN to BS in Nursing Pathway are posted on the School of Nursing website: [nursing.fullerton.edu](http://nursing.fullerton.edu).

### Admission Procedures

Students are accepted into the nursing program in the fall and spring semesters. The university sets deadlines for new applications. For current deadlines, see the Admissions website at <http://www.fullerton.edu/admissions.htm>.

- Submit a university application (available at [csumentor.edu](http://csumentor.edu)) and an official transcript of all previous college work to the Office of Admissions and Records
- Submit a nursing application form to the School of Nursing Office (EC-190) with a transcript copy of all previous college work and two letters of reference from current or previous employers or instructors
- Check with the School of Nursing website for application deadlines and required documents
- Once accepted into the program, students must submit all required current documents as listed on the School of Nursing website

### Requirements for the Degree

The 120 units consist of a specific combination of prerequisites, general education, nursing, and elective courses

The following courses are required for the nursing major: NURS 305, 310, 340, 340L, 345, 402, 402L, 420, 452, 470A/B. Total: 41 units. Nine additional units of CSUF upper-division general electives are required to complete upper-division, in-residence units. A three-unit statistics course, with multivariate, inferential, parametric content, is a prerequisite.

All students must complete the university upper-division baccalaureate writing requirement. NURS 305 and NURS 305L meet the upper-division writing course requirement.

## MASTER OF SCIENCE IN NURSING

The Master of Science degree in Nursing (MS) prepares students for a specialty focus to expand their career options. The MS program is designed to foster interdisciplinary collaborative skills and independent functioning within a focused specialty area, called an MS concentration. Current MS concentrations are: Nursing Leadership, Nurse Anesthetist, School Nursing, Nurse Educator and Women's Health Care. Within the Women's Health Care concentration, students will choose an emphasis as either a nurse midwife or women's health care nurse practitioner. The Nursing Leadership, School Nursing and Women's Health Care concentrations are flexible, allowing for either full-time or part-time study. The Nurse Anesthetist concentration follows a set full-time schedule. High quality resources, both on and off campus, are available for the MS concentrations.

### Application Deadlines

The Graduate Nursing program accepts applications for the fall semester only.

### University Application

The application period opens the previous Oct. 1, and closing date depends on enrollment across the campus. It is best to apply as soon as applications are open. Applications may be accessed online at: [csumentor.edu/AdmissionApp](http://csumentor.edu/AdmissionApp).

### School of Nursing Application Deadlines

For the EL-MS program, deadlines are posted in early Fall for the next application cycle. The Nurse Anesthetist concentration accepts applications Nov. 1-30. All other concentrations have a priority deadline of Dec. 1. Applications received after that date will be considered on a space available basis until the program is full or the university closes admissions.

### Admission Requirements and Procedures

School of Nursing admission requirements and application procedures vary by program and concentration; each MS concentration has a detailed information/application packet describing these. The packets guide applicants through both School of Nursing and university application procedures, and can be found on the school's website: [nursing.fullerton.edu](http://nursing.fullerton.edu).

For those interested in the nurse anesthetist concentration, additional information (an online information session and print materials) please visit: [kpsan.org](http://kpsan.org).

### NURSING LEADERSHIP CONCENTRATION (40 UNITS)

The Nursing Leadership concentration is offered as campus-based and online formats, utilizing distance methodologies. Community-based mentors are contracted to work with students in practicum settings. In consultation with an advisor, mentors and practicum sites are matched to students' individual interests and goals. The Nursing Leadership concentration includes a project or thesis, and is offered on a part-time or full-time schedule basis.

#### Core Requirements (12 units)

- NURS 501 Theoretical Perspectives for Nursing Practice (3)
- NURS 505A Nursing Research and Evaluation for Practice (3)
- NURS 505B Research Seminar and Evidence-Based Practice (3)
- NURS 507 Advanced Decision Making: Nursing Issues Seminar (3)

#### Concentration Requirements (21 units)

- NURS 508 Advanced Nursing: Vulnerable Populations (3)
- NURS 511 Theoretical Basis of Leadership and Organizations in Nursing (3)
- NURS 513 Nursing Service Economics (3)
- NURS 514 Nursing Service Leadership Practicum I (3)
- NURS 515A,B Nursing Service Leadership Practicum II A,B (3,3)

### Electives (6 units)

Two courses in areas supportive of student's focus of study, chosen in consultation with the graduate program adviser.

### Thesis/Project Option (4 units)

- NURS 597A,B Project (2,2)
- OR NURS 598A,B Thesis (2,2)

### Certificate in Instructional Design and Technology

Students in the MS Nursing Leadership blended model concentration, utilizing distance methodologies, may elect three additional courses (9 units) and gain a certificate in Instructional Design and Technology. This certificate will be offered in collaboration with the Department of Education, requires a separate application and is tailored to prepare nursing leaders with basics in instructional design and technology, instructional approaches, and computer-based design principles.

- IDT 520 Instructional Design Issues for Technology-Based Instruction (3)
- IDT 525 Instructional Approaches in Learning and Cognition (3)
- IDT 530 Planning, Designing, and Evaluating Technology-based Instruction (3)

### NURSING LEADERSHIP CONCENTRATION: EL-MS IN NURSING CLINICAL PATHWAY (44 UNITS)

A pathway to the Master of Science Degree in Nursing, called the entry-level (EL-MS) pathway, is available for students who are not registered nurses (RNs). Students progress through foundational nursing coursework, graduate coursework for the EL-MS pathway, and then are awarded a Master of Science degree in Nursing. Once accepted to the EL-MS pathway, students enroll in foundational nursing courses in the areas of Medical-Surgical, Maternal/Child, Mental Health/Psychiatric, Geriatric, and Community-based nursing. These courses provide the theoretical and clinical experiences necessary to qualify students for RN licensure and include the following: NURS 321, 321L, 322, 323, 324, 402, 402L, 403, 403L, 404, 404L, 405, 405L, 406, 406L, 407, 407L, 410, 410L, 411 and 411L. Following completion of nursing courses students are eligible to take the National Council Licensure Examination for RNs (NCLEX-RN). Successful completion of the NCLEX provides students with the license required to practice professional nursing as a RN. Additional graduate courses (38 units) in the major complete the requirements for the MS degree. Graduates are eligible for certification as public health nurses in the State of California.

#### Core Requirements (13 units)

- NURS 501 Theoretical Perspectives for Nursing Practice (3)
- NURS 505A Nursing Research and Evaluation for Practice (3)
- NURS 505B Research Seminar and Evidence-Based Practice (3)
- NURS 507 Advanced Decision Making: Nursing Issues Seminar (3)
- NURS 507L Advanced Decision Making: Nursing Issues Lab (1)

**Concentration Requirements (21 units)**

NURS 508 Advanced Nursing: Vulnerable Populations (3)  
 NURS 508L Vulnerable Populations Lab (1)  
 NURS 511 Theoretical Basis of Leadership Organization (3)  
 NURS 513 Nursing Service Economics (3)  
 NURS 514 Nursing Services Administration Practicum I (3)  
 NURS 540 Advanced Pathophysiology for Nurses (2)  
 NURS 542 Advanced Health Assessment (2)  
 NURS 542L Advanced Health Assessment Lab (1)  
 NURS 552 Advanced Pharmacology (3)

**Thesis/Project Option (4 units)**

NURS 597 A, B Project (2,2)  
 OR NURS 598 A, B Thesis (2,2)

**NURSE ANESTHETIST CONCENTRATION (71 UNITS)**

In the Nurse Anesthetist concentration, Cal State Fullerton's School of Nursing has a strong partnership with the Kaiser Permanente School of Anesthesia. All nurse anesthetist specialty seminars, lectures and lab courses are held at Kaiser Permanente and affiliated clinical sites utilizing state-of-the-art facilities.

The Nurse Anesthetist concentration requires full-time study, including a project or comprehensive exam. Clinical hours are based on competency guidelines from the Kaiser Permanente School of Anesthesia.

**Core Requirements (15 units)**

NURS 501 Theoretical Perspectives for Nursing Practice (3)  
 NURS 505A Nursing Research and Evaluation for Practice (3)  
 NURS 505B Research Seminar and Evidence-Based Practice (3)  
 NURS 507 Advanced Decision Making: Nursing Issues Seminar (3)  
 NURS 592 Professional Nurse Anesthesia Role (3)

**Concentration Requirements (52 units)**

NURS 580 Advanced Pharmacology for Anesthesia I (3)  
 NURS 581 Anesthesia Basic Principles and Health Assessment (3)  
 NURS 582 Anesthesia Advanced Principles (4)  
 NURS 584 Advanced Pharmacology for Anesthesia II (3)  
 NURS 585L Nurse Anesthesia Practicum I (2)  
 NURS 586 Pediatric and Obstetric Anesthesia (3)  
 NURS 587L Nurse Anesthesia Practicum II (5)  
 NURS 588 Advanced Physiology/Pathophysiology for Anesthesia I (4)  
 NURS 589L Nurse Anesthesia Practicum III (7)  
 NURS 590 Advanced Physiology/Pathophysiology for Anesthesia II (4)  
 NURS 591L Nurse Anesthesia Practicum IV (7)  
 NURS 593L Nurse Anesthesia Practicum V (7)

**Thesis/Project/Comp Option (4 units)**

NURS 596A,B Comprehensive Exam (2,2)  
 OR 597A,B Project (2,2)  
 OR NURS 598A,B Thesis (2,2)

**NURSE EDUCATOR CONCENTRATION (42 UNITS)**

The Nurse Educator concentration focuses on a synthesis of nursing and educational theory, research knowledge and instructional approaches to learning. Students obtain experience through supervised practice in utilizing theory and research in university, community college, institutional or community settings. Foundation or core courses in the MS/Nurse Educator program address theoretical concepts, ethical and legal aspects of decision-making, use of evidence-based practice, instructional design, development and evaluation of nursing curricula, and insight into vulnerable population issues. All students complete a project or thesis at the end of their studies.

Clinical fieldwork in the concentration consists of supervised learning experiences working with preceptors in academic, institutional and community settings, either in academic areas, clinical education or community teaching programs. In order to experience the educator role, students are required to select a site where they have no direct reporting responsibility and to work under the supervision of a preceptor who also is not within a direct reporting relationship to the student in the workplace.

**Core Requirements (12 units)**

NURS 501 Theoretical Perspectives for Nursing Practice (3)  
 NURS 505A Nursing Research (3)  
 NURS 505B Seminar in Nursing Research Methods (3)  
 NURS 507 Advanced Decision Making: Nursing Issues (3)

**Concentration Requirements (26 units)**

IDT 525 Instructional Approaches in Learning and Cognition (3)  
 NURS 508 Advanced Nursing with Vulnerable Populations (3)  
 NURS 510 Development and Evaluation of Nursing Curricula (3)  
 NURS 512 Instructional Design in Nursing Education (3)  
 NURS 516 Nurse Educator Practicum (3)  
 NURS 517 Assessment and Evaluation in Nursing Education (3)  
 NURS 540 Advanced Pathophysiology for Nurses (2)  
 NURS 542/L Advanced Health Assessment (2/1 lab)  
 NURS 552 Advanced Pharmacology (3)

**Thesis/Project/Comp Option (4 units)**

NURS 597A,B Project (2,2)  
 OR NURS 598A,B Thesis (2,2)

## **SCHOOL NURSING CONCENTRATION (30 UNITS)**

The School Nursing Concentration is part of the graduate program that prepares nurses to work in schools (pre-K through grade 12). The framework meets the requirements of the Commission of Collegiate Nursing Education (CCNE) accreditation guidelines and incorporates the National Association of School Nurses (NASN) Standards of Practice. It includes the Special Teaching Authorization in Health (STAH) (accredited by the California Commission on Teacher Credentialing).

### **Core Requirements (12 units)**

NURS 501 Theoretical Perspectives for Nursing Practice (3)  
NURS 505A Nursing Research and Evaluation for Practice (3)  
NURS 505B Research Seminar and Evidence-Based Practice (3)  
NURS 507 Advanced Decision Making: Nursing Issues Seminar (3)

### **Concentration Requirements (14 units)**

HESC 455 Designing Health Education Curricula (3)  
NURS 508 Advanced Nursing: Vulnerable Populations (3)  
NURS 540 Advanced Pathophysiology (2)  
NURS 552 Advanced Pharmacology (3)

### **Elective (3)**

### **Thesis/Project Option (4 units)**

NURS 597A, B Project (2,2)  
OR NURS 598A, B Thesis (2,2)

## **SCHOOL NURSE SERVICES (SNS) CREDENTIAL (25 UNITS)**

### **Health and Educational Requirements (9 units)**

COUN 511 Pre-Practicum (3)  
HCOM 461 Audiology and Audiometry (3)  
SPED 462 Practices and Procedures in Special Education (3)

### **Nursing Requirements (16 units)**

NURS 524 Advanced Health Assessment: Ambulatory Pediatrics (4)  
NURS 526 Health Care for the Young Family (3)  
NURS 530 School Nurse Specialist I (3)  
NURS 532 School Nurse Specialist II (3)  
NURS 533L School Nurse Specialist Practicum (3)

## **WOMEN'S HEALTH CARE CONCENTRATION (54 UNITS)**

The Women's Health Care concentration has two emphases: Nurse Midwifery and Women's Healthcare Nurse Practitioner. The Women's Health Care and the Family Nurse Practitioner concentration share some common advanced practice specialty core courses. In addition, WHC concentration courses are held at CSU, Fullerton and at clinical sites, with nurse midwives and nurse practitioners, throughout the region.

## **Nurse Midwifery Emphasis**

### *Core Requirements (15 units)*

NURS 501 Theoretical Perspectives for Nursing Practice (3)  
NURS 505A Nursing Research and Evaluation for Practice (3)  
NURS 505B Research Seminar and Evidence-Based Practice (3)  
NURS 507 Advanced Decision Making: Nursing Issues Seminar (3)  
NURS 594 Professional Role for the Advanced Practice Nurse as a Midwife or Nurse Practitioner (3)

### *Concentration Requirements (36 units)*

NURS 508 Advanced Nursing: Vulnerable Populations (3)  
NURS 508L Advanced Nursing: Vulnerable Populations Lab (1)  
NURS 540 Advanced Pathophysiology: Clinical Implications for Nurses (2)  
NURS 541 Reproductive Pathophysiology (1)  
NURS 542 Advanced Health Assessment (2)  
NURS 542L Advance Health Assessment Lab (1)  
NURS 544 Health Promotion/Disease Prevention (2)  
NURS 546 Primary Care of Women I: Family Planning/Gynecology (2)  
NURS 548A Primary Care: Acute Problems I (2)  
NURS 548L Advanced Practice Nurse Clinical Practicum II (3)  
NURS 552 Pharmacology for Advanced Practice Nurses (3)  
NURS 570 Basic Women's Health Assessment and Management I (2)  
NURS 572 Basic Women's Health Assessment and Management II (2)  
NURS 573A Internship in Basic Midwifery Practice (2)  
NURS 574 Intermediate Women's Health Assessment and Management I (2)  
NURS 576 Intermediate Women's Health Assessment and Management II (2)  
NURS 577A Internship in Intermediate Nurse Midwifery Practice (2)  
NURS 579A Advanced Women's Midwifery Internship (2)  
*Thesis/Project/Comp Option (4 units)*  
NURS 596A,B Comprehensive Exam (2,2)  
OR NURS 597A,B Project (2,2)  
OR NURS 598A,B Thesis (2,2)

## **Women's Health Care Nurse Practitioner Emphasis**

### *Core Requirements (15 units)*

NURS 501 Theoretical Perspectives for Nursing Practice (3)  
NURS 505A Nursing Research and Evaluation for Practice (3)  
NURS 505B Seminar in Nursing Research (3)  
NURS 507 Advanced Decision Making: Nursing Issues Seminar (3)  
NURS 594 Professional Role for the Advanced Practice Nurse as a Midwife or Nurse Practitioner (3)



### *Concentration Requirements (35 units)*

- NURS 508 Advanced Nursing: Vulnerable Populations (3)  
NURS 540 Advanced Pathophysiology: Clinical Implications for Nurses (2)  
NURS 541 Reproductive Pathophysiology (1)  
NURS 542 Advanced Health Assessment (2)  
NURS 542L Advance Health Assessment Lab (1)  
NURS 544 Health Promotion/Disease Prevention (2)  
NURS 546 Primary Care of Women I: Family Planning/Gynecology (2)  
NURS 548A Primary Care: Acute Problems I (2)  
NURS 548L Advanced Practice Nurse Clinical Practicum II (3)  
NURS 552 Pharmacology for Advanced Practice Nurses (3)  
NURS 570 Basic Women's Health Assessment and Management I (2)  
NURS 573B Basic Women's Health Care Practicum (4)  
NURS 574 Intermediate Women's Health Assessment and Management I (2)  
NURS 577B Intermediate Women's Health Care Practicum (3)  
NURS 579B Advanced Women's Health Care Practicum (3)  
*Thesis/Project/Comp Option (4 units)*  
NURS 596A,B Comprehensive Exam (2,2)  
OR NURS 597A,B Project (2,2)  
OR NURS 598A,B Thesis (2,2)

### **DOCTOR OF NURSING PRACTICE (DNP) (36-45 UNITS)**

The Doctor of Nursing Practice (DNP) is offered through the Southern California CSU DNP Consortium, which includes the CSU campuses of Fullerton, Long Beach and Los Angeles. The DNP is a professional practice degree designed to prepare nurses in advanced practice for complex practice and leadership roles in the clinical setting as well as teaching roles at California's community colleges and at the California State University. Students admitted into the program will be able to draw on faculty expertise across three large institutions. Specialty areas include Anesthesia, Clinical Nurse Specialist, Management/Administration/Leadership, Midwifery, Nurse Practitioner and Community Health Nursing.

The DNP program is an extremely demanding and rigorous academic experience designed to prepare nurses to assume the highest levels of nursing professional practice. In addition to developing advanced competencies in evidence-based practice, leadership, health policy and advocacy, graduates will develop in-depth skills in a focused area of nursing practice. Students will complete a total of 1,000 clinical hours in practicum experience.

### **Admission Requirements**

Candidates seeking admission to the Doctor of Nursing Practice program must meet California State University, Fullerton and CSUF School of Nursing requirements for admission (admission requirements are equivalent for all Consortium schools).

Applicants seeking admission to the DNP program must have:

- A master's degree, from an accredited institution, in nursing or a health-related field (i.e., public health or health administration) and national certification as an APRN (CNM, CNS, CRNA or NP) for preparation as clinicians, leaders or educators (direct care track)

OR

A master's degree in nursing from an accredited institution in nursing leadership or administration, nursing education or community health nursing for preparation as nurse educators or nurse leaders (indirect care track). National certification in a clinical nursing specialty is preferred and must be attained by the end of the first year of DNP study

- Official transcripts from all institutions ever attended
- A grade point average of at least 3.5 on a 4.0 scale in overall graduate course work
- Pre-requisite courses for admission include:
  - Master's level courses in Advanced Physical/Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology for the direct care track only
  - Master's level courses in core nursing areas such as nursing theory, research and transcultural nursing
  - A course in inferential statistics or its equivalent
- Current, unrestricted California RN licensure or eligibility and advanced practice national certification and national furnishing/prescriptive authority, if applicable
- Three letters of reference with completed recommendation forms
- A personal written statement of purpose
- Official documentation of nursing practicum hours attained during the master's degree program or the post-master's certificate program
- Completion of the School of Nursing Application and proof of university application
- Proof of meeting or plan to meet the CSUF Writing Requirement 4
- Completion of interviews and on-site writing sample, as requested

## Admission Procedures

Students are accepted into the DNP program once a year in the fall semester. Admission to the program is a multi-step process.

- Applicants must apply to the university via [csumentor.edu](http://csumentor.edu). Current deadlines for applications can be found on the website
- Applicants must also complete a supplemental application and submit it directly to the School of Nursing at CSUF. Details are provided within the application and found on the School of Nursing website. All required items must be submitted in one packet to the School of Nursing
- Applications are evaluated by faculty, and selected candidates are invited to attend a writing assessment
- Candidates will complete a computer-based writing assessment, the details of which will be provided
- Applicants who pass the writing assessment will be scheduled for interviews. If selected for an interview, the specific time and location will be provided
- Once accepted into the program, students are required to complete a background check, provide evidence of medical clearance and required immunizations, and provide documentation as required by the university and School of Nursing

## Requirements for Degree

In order to graduate with a DNP degree, students must meet university, as well as School of Nursing requirements; and must have been classified, advanced to candidacy and completed a satisfactory pattern of study in an approved field. Each student's program for a doctoral degree (including eligibility, classified standing, candidacy, and award of the degree) must be approved by the Graduate Program Adviser, and the Graduate Studies Office. Details are provided in the DNP Student Handbook.

## Study Plan

### *Evaluation and Measurement (12 units)*

NURS 600 Biostatistics for Advanced Practice Nurses (3)

NURS 605 Advanced Evidence-Based Practice in Nursing (3)

NURS 615 Epidemiology and Clinical Prevention (3)

NURS 620 Informatics in Healthcare (3)

### *Faculty Development (6-9 units)*

NURS 510 Development and Evaluation of Nursing Curricula (3)

NURS 512 Instructional Design in Nursing Education (3)

NURS 516 Nurse Educator Practicum (optional) (3)

### *Management and Leadership (6 units)*

NURS 610 Leadership, Management and Economics in Advanced Practice Nursing (3)

NURS 630 Healthcare Policy, Ethics and Advocacy for Nurses (3)

### *Practice (3 units)*

NURS 640 DNP Clinical Practicum: Professional Role Development (3)

### *Integrative Clinical Scholarship (9 units)*

NURS 697A Integrative Clinical Scholarship I: Evidence-Based Practice (3)

NURS 697B Integrative Clinical Scholarship II: Evidence-Based Practice (3)

NURS 697C Integrative Clinical Scholarship III: Evidence-Based Practice (3)

## NURSING COURSES

Courses are designated as NURS in the class schedule.

Note: All clinical nursing courses for the B.S. in Nursing require admission to the university and to the School of Nursing as a nursing major. The School of Nursing application, health care information listed under the "Bachelor of Science in Nursing" text above, and references are also required.

### 205 Medical Terminology (3)

(Same as KNES 205)

### 305 Professional Nursing (4)

Prerequisites: Admission into B.S. in Nursing program.

Professional nursing role, written and oral communication theory, and the nursing process. Psycho-social concepts relative to health of the individual. Influence of culture, role, social support and values evaluated. Meets undergraduate writing requirement. One or more sections offered online

### 306 Health and Safety in Early Childhood (3)

Prerequisites: nursing majors, RN license or NURS 307; child and adolescent studies majors, CAS 101. Preventive measures for childcare professionals to promote safe, healthy environment at home, play or group care. Prepares individuals who supervise and care for young children to recognize, differentiate and respond to common safety hazards, illnesses and injuries.

### 310 Nursing Research/Evidence-Based Practice (3)

Prerequisite: statistics course. Historical, philosophical and ethical aspects of nursing research. Relationship between nursing research and professional accountability. Principles and methods of research process with emphasis on evaluating research for use in leadership and professional role.

### 320 The Process of Teaching in Nursing (2)

Prerequisites: NURS 300, 305, 305L. Nursing knowledge and skills in clinical teaching situations with individuals, families and groups. Theories and principles of learning, teaching strategies and methodologies, teaching resources and evaluation of instruction.

### **321 Health Assessment for Professional Practice (3)**

Prerequisites: admission to prelicensure pathway to the bachelor's or master's program in Nursing. Corequisite: NURS 321L. Health assessment across the lifespan. Basic knowledge and skills necessary to perform assessments, including interviewing, history taking and foundational physical assessment skills are acquired. Developmental and culturally competent assessment skills and ability to recognize deviations from normal.

#### **321L Health Assessment for Professional Practice Laboratory (1)**

Prerequisites: admission to prelicensure pathway to the bachelor's or master's program in Nursing. Corequisite: NURS 321. Practice history taking, physical examination techniques and risk identification on peers during supervised campus laboratory sessions. Application of skills and techniques acquired to intervene and reduce risks and/or promote health with individual clients during clinical laboratory. Credit/No Credit only.

### **322 Concepts of Professional Nursing (3)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing. Professional nursing role within the health care environment, including nursing theory and interpersonal communication. Theory and evidence-based nursing practice. Influence of culture and professional values on the role of the professional nurse. Meets undergraduate writing requirements.

### **323 Integrated Pathophysiology and Pharmacology (5)**

Prerequisites: PSYC 101, admission to prelicensure pathway to the bachelor's or master's program in Nursing. Normal physiology and anatomy, altered physiologic states and nursing management of selected pathophysiologic disorders and diseases. Core drug knowledge, pharmacotherapeutics, pharmacodynamics and pharmacokinetics. Drug classifications by categories affecting various body systems and disease states.

### **324 Cultural Concepts Across the Lifespan (1)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing. Developmental approach to providing culturally appropriate nursing care. Growth and development and sociocultural factors that influence the health of various cultural groups, and factors that impact the use of health care resources across the lifespan.

### **345 Advanced Concepts II (3)**

Prerequisite: admission to the B.S. in Nursing. Alterations in health status and their applications to nursing practice. Alterations at the cell and system levels, and potential resulting functional changes. Epidemiological approaches and clinical case studies are presented to support nursing assessments and interventions. One or more sections offered online.

### **402 Community Health Nursing (3)**

Prerequisites: all 300-level nursing courses. Corequisite: NURS 402L. Community health nursing roles in prevention and health promotion with culturally diverse families and populations in a variety of community settings. Identifying risk and using the nursing process with populations at risk. One or more sections offered online.

#### **402L Community Health Nursing: Clinical (3)**

Prerequisites: 300-level nursing courses. Corequisite: NURS 402. Apply community health theory in supervised clinical experiences with individuals, families and communities. Clinical experiences in public health settings, including official agencies and other community agencies. (9 hours practicum per week)

### **403 Foundations of Nursing Practice (3)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing. Corequisite: NURS 403L. Concepts of physiological integrity; psychosocial integrity, safe, effective care environments and health promotion/maintenance. Beginning competencies required for care of adult and older adult clients with acute and chronic health problems across a variety of practice settings.

#### **403L Foundations of Nursing Practice Laboratory (3)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing. Corequisite: NURS 403. Provides opportunities to acquire basic nursing skills in simulated and actual clinical settings. Interpersonal communication, safety documentation and selected basic nursing interventions required for clients with acute and chronic health problems. Credit/No Credit only.

### **404 Mental Health Nursing (3)**

Prerequisites: admission to prelicensure pathway to the bachelor's or master's program in Nursing; PSYC 101, NURS 321, 321L, 322, 323. Integrates theory from nursing, related fields, communication and critical thinking in providing nursing care for multicultural individuals, families, groups and specific populations with mental illness. Providing professional nursing care that promotes mental health and adaptation to mental illness.

#### **404L Mental Health Nursing Laboratory (2)**

Prerequisites: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L. Corequisite: NURS 404. Develop interpersonal communication skills and therapeutic use of self. Develop role of nurse as provider, designer and coordinator of care for individuals, families and community groups with mental health care needs. Credit/No Credit only.

#### **405 Management of Medical Surgical Adult and Older Adult Clients (3)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L. Corequisite: NURS 405L. Nursing theory for care of adult and older adult clients with medical-surgical health alterations. Diagnostic and therapeutic nursing interventions relevant to medical-surgical health alterations. Nursing process and critical thinking to manage acute and chronic medical-surgical problems.

#### **405L Management of Medical-Surgical Adult and Older Adult Clients Laboratory (3)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L. Corequisite: NURS 405. Clinical experiences provide opportunities to practice advanced nursing skills in simulated and actual clinical settings. Emphasizes further development of the nursing role in providing and coordinating care for adult and older adult clients with acute and chronic medical-surgical health alterations. Credit/No Credit only.

#### **406 Reproductive Health Nursing (2)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L. Corequisite: NURS 406L. Nursing theory for the care of diverse and multicultural women, newborns and families. Integrating and applying theory from nursing and related fields, standards of clinical practice, evidence-based practice, communication and critical thinking with the nursing process.

#### **406L Reproductive Health Nursing Laboratory (2)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L. Corequisite: NURS 406. Integrating and applying the nursing process in providing care for multicultural women, neonates and their families. Developing the role of nurse as provider, designer and coordinator of care for women across the lifespan. Credit/No Credit only.

#### **407 Child Health Nursing (2)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L. Corequisite: NURS 407L. Integrating and applying nursing process in providing age-appropriate care and advocating for infants, children and adolescents. Collaboration with the child, family and other members of the health care team to promote and adapt to illness.

#### **407L Child Health Nursing Laboratory (2)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L. Corequisite: NURS 407. Applies the dimensions of health, health care and nursing in addressing the health care needs of infants, children and adolescents, with a focus on health promotion, risk reduction and disease prevention. Clinical experience occurs in pediatric and community health settings. Credit/No Credit only.

#### **408L Nursing Externship (4)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L. Provides opportunities to gain additional clinical experience while employed in a clinical setting. Under the direct supervision of a registered nurse preceptor, the extern provides direct care to selected patients, consistent with the student's level of clinical experience. (1 hour seminar, 9 hours clinical externship)

#### **410 Leadership/Management in Professional Nursing (3)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L, 406, 406L, 407, 407L. Corequisite: NURS 410L. Integrating the leadership role with professional nursing. Theories of leadership, management and organizations; their application to health care agencies is explored. Importance of collaboration, accountability and advocacy in the leadership role. Meets upper-division writing requirement.

#### **410L Leadership/Management in Professional Nursing Laboratory (2)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L, 406, 406L, 407, 407L. Corequisite: NURS 410. Theories and principles of leadership and management are synthesized in a selected clinical area within the health care system. Decision making, critical thinking, client advocacy, collaboration, leadership and functioning as a team member within the health care setting. Meets upper-division writing requirement. Credit/No Credit only.

#### **411 Management of the Adult With Complex Health Alterations (3)**

Prerequisite: admission to prelicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L, 406, 406L, 407, 407L. Corequisite: NURS 411L. Nursing theory for the care of adult and older adult clients with complex health alterations. Diagnostic and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Emphasizes nursing process and critical thinking to manage and coordinate care.



#### **411L Management of the Adult with Complex Health Alterations Laboratory (3)**

Prerequisite: admission to precicensure pathway to the bachelor's or master's program in Nursing; NURS 321, 321L, 403, 403L, 404, 404L, 405, 405L, 406, 406L, 407, 407L. Corequisite: NURS 411. Provides opportunities to design and coordinate advanced medical-surgical nursing care for adult and older adult clients with complex health alterations. Applies concepts of advanced medical-surgical and critical care nursing. Critical thinking, organization, leadership and time management skills. Credit/no credit only.

#### **412L Nursing Preceptorship (3)**

Prerequisites: NURS 321, 321L, 322, 323, 400, 400L, 402, 402L, 403, 403L, 404, 404L, 405, 405L, 406, 406L, 407, 407L, 410, 410L. Corequisites: NURS 411, 411L, 450, 450L. Supervised experience with focus on applying theory and nursing process for purpose of planning, implementing and evaluating care delivery for patients as individuals and cohorts. Credit/No Credit only.

#### **420 Trans-Generational Issues in Nursing (4)**

Prerequisites: junior or senior standing, NURS 305, 450, 355L. Course cannot be taken for graduate credit. Developmental theories across the lifespan and the aging process, emphasizing analysis of health behavior. Normative transitions, conflicts of childhood, adult life and the nurse's role in health promotion. Once or more sections offered online.

#### **452 Leadership and Management in Professional Nursing (6)**

Prerequisite: senior RN to BS nursing major. Leadership/management and change theories in regards to their application in healthcare organizations. Concepts of ethics, quality, safety, power, collaboration, advocacy and decision-making in relationship to the nursing leader role. One or more sections offered online.

#### **499 Independent Study in Nursing (1-3)**

Prerequisites: senior standing in nursing and/or consent of instructor. Individually supervised studies and/or projects.

#### **501 Theoretical Perspectives for Nursing Practice (3)**

Prerequisite: graduate status or consent of instructor. Study and critique of the organization and development of nursing knowledge. One or more sections offered online.

#### **505A Nursing Research and Evaluation for Practice (3)**

Prerequisite: graduate standing. Overview of research methodology, research problems, interpretation and utilization of research results, with emphasis on critique of qualitative and quantitative nursing research.

#### **505B Seminar in Nursing Research (3)**

Prerequisites: NURS 501, 505A. Concepts and issues related to evidence-based practice. Develop and refine the directed project/research proposal. Proposal includes problem/purpose statements, literature review, measurement tools, work plan, timeline, method and evaluation (analysis/synthesis) plan.

#### **507 Advanced Decision Making: Nursing Issues Seminar (3)**

Prerequisite: graduate standing. Corequisite: NURS 507L. Applies critical thinking and decision making theory to professional issues within the context of ethical/legal and public policy considerations and with multidisciplinary health teams. Students apply content to their specialty area in the lab (NURS 507L). One or more sections may be offered online.

#### **507L Advanced Decision Making: Nursing Issues Lab (1-3)**

Corequisite: NURS 507. Applies critical thinking and decision making theory to professional issues within the context of ethical/legal and public policy considerations and with multidisciplinary health teams. Students apply content to their specialty area in the lab (NURS 507L). One or more sections offered online.

#### **508 Advanced Nursing: Vulnerable Populations (3)**

Prerequisites: NURS 501, 505A. Corequisite: NURS 508L. Applies epidemiological model to analyze the health risk factors that place populations at risk for health conditions and plan nursing interventions to promote health and prevent disease. One or more sections offered online.

#### **508L Advanced Nursing: Vulnerable Populations Laboratory (1)**

Corequisite: NURS 508. Applies content from NURS 508 to a specific specialty concentration. Using appropriate models and theories to analyze health risk factors that place populations at risk for a variety of health conditions and to plan nursing interventions to promote health and prevent disease. Collaborative skills in working with a multi-disciplinary health team. One or more sections offered online.

#### **510 Development and Evaluation of Nursing Curricula (3)**

Prerequisites: admission to the MS program and IDT 525. Major components of, and processes for curriculum development and program evaluation. Analyze curriculum and utilize program evaluation model to recommend curricular revisions. One or more sections offered online.

#### **511 Theoretical Basis of Leadership and Organizations in Nursing (3)**

Prerequisite: NURS 501, 505A. Theoretical bases for organizational context, structure and function. Models for leadership within a health care industry that deals with diverse client populations. One or more sections offered online.

**512 Instructional Design in Nursing Education (3)**

Prerequisites: NURS 501, 510, IDT 525. Course design and instructional strategies to include teaching modalities, including use of simulation and evaluation of student learning. One or more sections offered online.

**513 Nursing Service Economics (3)**

Prerequisite: admission to the Nursing Leadership concentration. Application of critical thinking and decision making theory to economic control techniques within the organizational context of complex health care systems. Reviews budgeting terminology and concepts in detail, as well as current trends and regulatory requirements for operations.

**514 Nursing Service Leadership Practicum I (3)**

Prerequisite: NURS 513. Corequisite: NURS 511. Supervised learning experiences in leadership in nursing. Application of organizational and nursing theories and identification of researchable problems in nursing leadership. One or more sections offered online. (1 hour seminar and 8 hours practicum per week.)

**515A,B Nursing Service Leadership Practicum II A,B (3,3)**

Prerequisite: NURS 514. Synthesis of theory and practice to develop and utilize techniques for strategic management in nursing service administration. Issues relevant to advanced clinical practice in nursing. (1 hour seminar and 8 hours practicum per week, each semester)

**516 Nurse Educator Practicum (3)**

Prerequisites: NURS 501, 505A,B, 510, 512, IDT 525. Applying theories and concepts in curriculum development, evaluation, instructional strategies and student evaluation in nursing education. Work with an experienced nurse educator in the academic or agency setting under the supervision of the instructor. One or more sections offered online.

**517 Assessment and Evaluation In Nursing Education (3)**

Prerequisite: NURS 501. Assessment and evaluation strategies utilized in nursing education. Topics include: conceptual frameworks; formative and summative strategies for assessing, testing and evaluating learning; clinical evaluation; and course and program evaluation. One or more sections offered online.

**521 Issues in Health Care of the Aged (3)**

Prerequisite: NURS 501, graduate status or consent of instructor. Interrelationships of various issues, trends and theories related to the aging and delivery and utilization of health care. Case studies of older adult to explore selected ethical theories and dilemmas in health care.

**522 Implications for Nursing the Aged: Physiological Interventions (3)**

Prerequisites: NURS 501, 505A (or corequisite) or consent of instructor. Normal aspects of aging with emphasis on common health deviations. Apply selected theories and research relevant to nursing care of the aged. Identification and management of alterations in health status of the aged.

**523 Implications for Nursing the Aged: Psychosocial Interventions (3)**

Prerequisite: NURS 521 or consent of instructor. Common psychosocial problems of older adults and nursing intervention strategies to promote and maintain optimal psychosocial functioning. Differentiate between healthy cognitive, affective and interpersonal functioning, and behavior that indicates actual or potential health deviation is the focus of fieldwork.

**524 Advanced Health Assessment: Ambulatory Pediatrics (4)**

Prerequisites: undergraduate course in Health Assessment and admission to the school nursing program. Knowledge/skills required to conduct a pediatric assessment appropriate to age of child/adolescent and nature of the visit. Includes collection, analysis and application of health/physical assessment data on children within the school environment.

**525 Advanced Gerontological Nursing (6)**

Pre - or corequisites: NURS 522, 523. Synthesis of theory and research in the application to clinical problems of the well, frail and ill elderly. Nursing interventions that advocate for health care of the elderly. Fieldwork offers opportunity for innovative and diverse practice options.

**526 Health Care for the Young Family (3)**

Prerequisite: NURS 505A. Provides knowledge and skills needed to identify and provide health promotion/disease prevention information to school staff, parents and their children. Reviewing developmental/behavioral theories and assessment techniques and strategies for health lifestyles.

**529L Health Teaching Lab for School Nurses (1)**

Pre - or corequisite EDSC 550. Field-based course that meets requirements for observation of health teaching in the classroom as stated in the Special Teaching Authorization in Health (STAH) standards. Students observe and assess health teaching strategies in a variety of classroom settings (preK-12). (3 hours lab per week)

**530 School Nurse Specialist I (3)**

Advanced theory and practice of school nursing with emphasis on health care provider role of the school nurse with children of varying ages, including those with special needs and learning disabilities.

**532 School Nurse Specialist II (3)**

Prerequisite: admission to graduate program. Advanced practice role of school nurses focusing on program level issues. Management, coordination, resource utilization, advocacy, health care policy and communication with school staff, educators, administrators, clients and families within school districts.

**533L School Nurse Specialist Practicum (3)**

Prerequisites: NURS 530, 532. Field study applying theory, research and clinical skills related to multifaceted role of the professional school nurse. Planning, coordinating and providing health care in school/community settings. Assessing and managing children's health care needs.

**534L Special Teaching Authorization in Health (STAH) Practicum (2)**

Pre- or corequisites: HESC 455; EDSC 550; NURS 529L. Apply and evaluate theories and strategies of instruction, curriculum and learning while practicing in role of a health educator in a school/classroom setting with a master teacher. Meets the student teaching requirement for the STAH Credential.

**540 Advanced Pathophysiology: Clinical Implications for Nurses (2)**

Prerequisite: graduate standing. Principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across life span. Clinical case studies utilized to demonstrate the pathophysiologic basis for assessment and management of common health problems.

**541 Reproductive Pathophysiology (1)**

Prerequisite: graduate standing. Current theory and research related to the impact of endocrine changes related to women's, fetal and newborn health. Human growth and development and the rationale for current management strategies.

**542 Advanced Health Assessment (2)**

Prerequisite: graduate standing. Application of theoretical concepts related to comprehensive health assessment of patients across the lifespan. Analyzing, synthesizing and applying comprehensive health assessment data, including the bio-psycho-social, development and environmental needs of patients and families.

**542L Advanced Health Assessment Laboratory (1)**

Corequisite: NURS 542. Clinical application of advanced health assessment skills and strategies necessary for advanced practice nursing role in a particular area of specialization. (3 hours practicum per week)

**544 Health Promotion/Disease Prevention (2)**

Prerequisites: graduate standing and consent of instructor. National clinical preventive services guidelines for health promotion, disease prevention, health assessment and screening pertinent to various age groups.

**545L Advanced Practice Nurse Clinical Practicum I (2)**

Prerequisites: NURS 542, 542L, 544. Clinical application of theory and research related to the advanced health assessment and health promotion across the lifespan. (6 hours practicum per week)

**546 Primary Care of Women I: Family Planning/Gynecology (2)**

Prerequisites: NURS 540, 542, 542L. Primary health care of women by advanced practice nurses from adolescence through adulthood, including assessment, diagnosis prevention, current research, management and education of common gynecologic and family planning health care needs.

**548A,B Primary Care: Acute Problems I,II (2,2)**

Prerequisites: NURS 540, 542, 542L. NURS 548A is prerequisite to 548B. Theory and research related to the most basic and common acute or episodic problems affecting patients and families across the lifespan. Health promotion, disease prevention, assessment, differential diagnosis, management and patient/family education and counseling related to these conditions. Concepts of quality health care, resource management and shared-decision making.

**548L Advanced Practice Nurse Clinical Practicum II (3)**

Corequisite: NURS 548. Continued clinical field study applying theory, research and developing clinical skills related to the provision of care to pediatric and adult patients and their families, including gynecology and family planning, in increasingly complex clinical situations. (9 hours practicum per week)

**552 Advanced Pharmacology: Prescriptive Authority (3)**

Prerequisite: graduate standing or consent of instructor. Advanced course of pharmacology and pharmacotherapeutic content and application relevant to the Advanced Practice Nurse.

**554 Primary Care of Women II: Obstetric Health (2)**

Corequisite: NURS 554L. Theory and research related to the obstetrical health care needs of women. Assessment, management and education/counseling needs of women during pregnancy. Social, physiological, legal and ethical issues associated with pre and postnatal care.

**554L Advanced Practice Nurse Clinical Practicum III (3)**

Corequisite: NURS 554. Clinical application of theory and research through clinical experiences in selected primary care settings provide students with competencies in assessment, diagnosis, management and education/counseling in selected populations. (9 hours practicum per week)

**558 Primary Care of Pediatric Patients (2)**

Corequisite: NURS 558L. Prerequisite: Second-year graduate standing. Theory and research-based management of common pediatric health problems encountered in primary care setting focusing on socioeconomic, political, cultural and ethical influences. Population based disease management models are covered.

**558L Advanced Practice Nurse Clinical Practicum IV (2)**

Corequisite: NURS 558. Clinical field study applying theory, research and developing clinical skills in selected populations within primary care settings. Developmental needs of clients in relation to family, social and cultural structure. (6 hours practicum per week)

**560 Primary Care of Adult, Geriatric and Chronic Health Problems (3)**

Corequisite: NURS 560L. Common health problems affecting adult and geriatric patients and their families. Theory and research related to comprehensive assessment, clinical decision-making and differential diagnosis, management and patient/family education of health problems in primary care settings.

**560L Advanced Practice Nurse Clinical Practicum V (3)**

Prerequisite: second-year graduate student. Corequisite: NURS 560. Clinical practicum applying theory, research and developing clinical skills related to the care of the family with special emphasis on acute and chronic illnesses with complex presentations in primary care settings. Assessment, diagnosis, management, patient/family education, lifestyle modification and counseling strategies. (9 hours practicum per week)

**564 Common Procedures in Primary Care (2)**

Prerequisite: consent of instructor. Introduces nurse practitioner students to the theoretical basis for common procedures performed in primary care clinical practice. Includes EKG interpretation, x-ray interpretation, minor surgery and orthopedic procedures. Faculty-supervised simulated practice sessions included. May be repeated once.

**568L Advanced Practice Nurse Clinical Practicum VI (3)**

Prerequisites: completion of all other FNP courses and consent of instructor. Culminating clinical experience for family nurse practitioner students and serves as a transition from the student role to the advanced practice nurse. (9 hours practicum per week.)

**570 Basic Women's Health Assessment and Management I (2)**

Prerequisite: graduate standing with Women's Health Concentration. Reviews theory, pathophysiology, diagnosis and management of ambulatory care for women during childbearing and postpartum/family planning periods in culturally diverse populations. Research findings within the framework of the normalcy of childbearing.

**572 Basic Women's Health Assessment and Management II (2)**

Prerequisite: graduate standing with Nurse Midwifery Specialty. Corequisite: NURS 570. Theory, pathophysiology, diagnosis and management of women during labor, birth and the immediate postpartum/newborn.

**573A Internship in Basic Midwifery Practice (2)**

Prerequisite: graduate standing with Nurse Midwifery specialty. Pre- or corequisite: NURS 570, 572. Apply basic midwifery knowledge in the clinical setting. Clinical internship of health promotion, diagnosis and management of low risk childbearing women and newborns emphasized. Includes clinical management of women needing gynecologic and primary care.

**573B Basic Women's Health Care Practicum (4)**

Prerequisite: graduate standing with Nurse Practitioner specialty. Pre- or corequisite: NURS 570. Apply basic Advanced Practice Nursing knowledge in the clinical setting. Clinical practicum of health promotion, diagnosis and management of low risk childbearing women emphasized. Includes clinical management of women needing gynecologic and primary care. (minimum 12 hours practicum per week)

**574 Intermediate Women's Health Assessment and Management I (2)**

Prerequisite: NURS 570. Theory, research, assessment, pathophysiology, diagnosis and management of complications related to ambulatory health care of women. Domestic violence. Evaluation of research findings.

**576 Intermediate Women's Health Assessment and Management II (2)**

Prerequisite: graduate standing with Nurse Midwifery Specialty; NURS 572. Analysis of theory, research, assessment, pathophysiology, diagnosis and management of complications related to health care of women and newborns through labor, birth and the newborn period. Co-management and collaborative management strategies.

**577A Internship in Intermediate Nurse Midwifery Practice (2)**

Prerequisites: NURS 570, 572 and 573A. Corequisites: NURS 574, 576. Clinical application of knowledge in midwifery practice for childbearing women and newborns with moderate to high risk factors. Co-management and collaborative management. Clinical management of women needing gynecologic and primary care.

**577B Intermediate Women's Health Care Practicum (3)**

Prerequisite: NURS 573B. Corequisite: NURS 574. Clinical application of knowledge in Advanced Practice Nursing for care of women with moderate to high risk conditions in pregnancy. Co-management and collaborative management. Clinical management of women needing gynecologic and primary care. (Minimum 9 hours practicum per week)

**579A Advanced Nurse Midwifery Internship (2)**

Prerequisites: successful completion of all didactic and clinical courses related to the Nurse Midwifery specialty. This capstone course is the synthesis of clinical knowledge and skill for advanced practice in women's health. Residency incorporates full scope practice and primary care to prepare for independent practice as a nurse-midwife.



**579B Advanced Women's Health Care Practicum (3)**

Prerequisites: successful completion of all courses related to specialty. This capstone course is the synthesis of clinical knowledge and skill for advanced practice in women's health. Residency incorporates full scope practice and primary care to prepare for independent practice as a women's health care nurse practitioner. (Minimum 9 hours practicum per week)

**580 Advanced Pharmacology for Anesthesia I (3)**

Prerequisite: admission to the nurse anesthetist concentration. Scientific foundations of anesthesia practice. Advanced pharmacology content, integrated with principles of neuro-anatomy, biology, physiology, chemistry and physics serves as a basis for assessing and managing the patient undergoing anesthesia.

**581 Anesthesia Basic Principles and Health Assessment (3)**

Prerequisite: admission to the nurse anesthetist concentration. Basic anesthesia theories and applications prior to entry into clinical practice. Perioperative patient health assessment, airway management, anesthesia monitoring and treatment modalities.

**582 Anesthesia Advanced Principles (4)**

Prerequisite: NURS 580. Corequisite: NURS 584. Pre- or corequisite: NURS 505A. Selected scientific foundations of anesthesia practice, focusing on cardiopulmonary and renal systems.

**584 Advanced Pharmacology for Anesthesia II (3)**

Prerequisite: NURS 581. Corequisite: NURS 585L. Pre- or corequisite: NURS 505A. Scientific foundations of anesthesia practice. Advanced pharmacology content, integrated with principles of cardiopulmonary and renal anatomical, biological and physical principles serve as a basis for assessing and managing the patient undergoing anesthesia.

**585L Nurse Anesthesia Practicum I (2)**

Prerequisite: NURS 581. Corequisite: NURS 584. Preceptored clinical experience designed to provide clinical application of the foundational principles of anesthesia. (6 hours practicum per week)

**586 Pediatric and Obstetric Anesthesia (3)**

Prerequisites: NURS 584. Corequisite: NURS 587L. Advanced theory of anesthesia management for specialized patient populations, specifically, pediatrics and obstetrics. Emphasizes anesthesia principles that underlie competent operative planning, decision making and case management.

**587L Nurse Anesthesia Practicum II (5)**

Prerequisite: NURS 585L. Corequisite: NURS 586. Preceptored clinical experience provides clinical application of increasingly complex clinical situations. (15 hours practicum per week)

**588 Advanced Physiology/Pathophysiology for Anesthesia I (4)**

Incorporates pathophysiologic basis for anesthesia case management, including pulmonary and cardiothoracic care. Principles of regional anesthesia. Application of current scientific literature is reviewed and emphasized.

**589L Nurse Anesthesia Practicum III (7)**

Continuing preceptored clinical experience provides clinical application of increasingly complex clinical situations and clinical decision-making in the practice of anesthesia. (21 hours practicum per week)

**590 Advanced Physiology/Pathophysiology for Anesthesia II (4)**

Prerequisite: NURS 588. Corequisite: NURS 591L. Pathophysiologic basis for anesthesia management, including neurologic, endocrine and gastro-intestinal care. Integrates concepts of pharmacology related to anesthesia and application of current scientific research findings in these populations.

**591L Nurse Anesthesia Practicum IV (7)**

Prerequisite: NURS 589L. Corequisite: NURS 590. Preceptored clinical experience provides clinical application of increasingly complex clinical situations. (21 hours practicum per week)

**592 Professional Nurse Anesthesia Role (3)**

Prerequisite: second year standing in Nurse Anesthesia Program. Analyzes the professional component of nurse anesthesia practice emphasizing ethical, medical and legal responsibilities of the practitioner; emphasizes various aspects that impact the profession of nurse anesthesia. Review of anesthesia certification topics.

**593L Nurse Anesthesia Practicum V (7)**

Prerequisite: NURS 591L. Corequisite: NURS 592. Culminating preceptored clinical experience provides clinical practice in all areas of anesthesia management. (21 hours practicum per week)

**594 Professional Role for the Advanced Practice Nurse as a Midwife or Nurse Practitioner (3)**

Prerequisite: second year graduate standing in Women's Health Care. Professional, ethical, legal and public policy aspects of nurse practitioner/nurse-midwifery practice. Emphasizes the legal basis of practice, national and international trends in women's health care, developing strategic business skills and promoting the profession.

**596A,B Comprehensive Clinical Practicum (2,2)**

Prerequisites: NURS 505A,B and consent of instructor. Prerequisite for 596B is 596A. Low- to high-risk patient assessment and management through case study and skills lab competency. Outcome includes simulated patient evaluation/management and comprehensive examination demonstrating student's application of knowledge and skills. A full-year course over two semesters. (Minimum 3 hours per week per semester)

**597A,B Project (2,2)**

Prerequisites: NURS 505A,B and consent of instructor; Prerequisite for NURS 597B is 597A. Identification of specific issues/problems in degree concentration and development and completion of project.

**598A,B Thesis (2,2)**

Prerequisites: NURS 505A,B and consent of instructor. Prerequisite for NURS 598B is 598A. Individual research with conferences with instructor, culminating in a thesis.

**599 Independent Graduate Study (1-3)**

Prerequisites: graduate standing and consent of instructor. Independent inquiry resulting in oral or written report. May be repeated with different content for additional credit.

**600 Biostatistics for Advanced Practice Nurses (3)**

Prerequisite: admission to DNP Program. Skills and knowledge to interpret research that employs multivariate statistical techniques. Topics include: choosing correct statistical methods; descriptive, univariate and multivariate statistics; probability; estimation and hypothesis testing/ and use of a statistical software package.

**605 Advanced Evidence-Based Practice in Nursing (3)**

Prerequisite: admission to DNP Program. Reading, interpreting and evaluating studies using quantitative and qualitative methods in nursing and other healthcare disciplines; developing initial literature review for integrative scholarship proposal.

**610 Leadership, Management and Economics in Advanced Nursing Practice (3)**

Prerequisite: Admission to DNP Program. Analyzing leadership theories and organizational models within healthcare delivery systems. Principles of change theory, financial management, strategic planning, program development and implementation. Fiscally sound leadership management in providing healthcare for individuals and populations

**615 Epidemiology and Clinical Prevention (3)**

Prerequisite: Admission to DNP Program. Application of epidemiological principles and approaches related to health and illness in at-risk populations. Epidemiological models and inquiry are used to determine population needs and promote interventions to enhance health-related quality of life and prevent illness.

**620 Informatics in Healthcare (3)**

Prerequisite: Admission to DNP Program. Use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making. Topics include standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory and legal issues.

**630 Healthcare Policy, Ethics and Advocacy for Nurses (3)**

Prerequisite: Admission to DNP Program. How national and international health policies, advocacy efforts, ethics and economics impact healthcare delivery and its outcomes, and influence advanced practice nursing. Developing healthcare policy, delivery models, reimbursement mechanisms and economic perspectives.

**640 DNP Clinical Practicum: Professional Role Development (3)**

Prerequisite: Admission to DNP Program. Supervised clinical opportunities in selected clinical settings to enhance professional role development in advanced nursing practice. Synthesis of prior graduate learning experience; evidence-based best practices to enhance safety, quality and efficiency in the student's nursing specialty area.

**697A Integrative Clinical Scholarship I: Evidence-Based Practice (3)**

Prerequisite: NURS 605. Completed within a clinical setting under the supervision of a faculty project chair. Focuses on a scholarly clinical project on a topic in the student's area of interest and area of specialization. The role of DNP in clinical inquiry and evaluation, and in leadership related to these. Principles of proposal writing as applied to clinical problems..

**697B Integrative Clinical Scholarship II: Evidence-Based Practice (3)**

Prerequisite: NURS 697A. Implementation of DNP project within a clinical setting, integrating theory and evidence-based change from nursing science and other disciplines. Incorporate principles of practice inquiry, evidence-based practice and/or practice inquiry. Integrate core DNP concepts and competencies.

**697C Integrative Clinical Scholarship III: Evidence-Based Practice (3)**

Prerequisite: NURS 697B. Evaluation and completion of DNP project within a clinical setting. Incorporate principles of practice inquiry, evidence-based practice and/or practice inquiry. Integrate core DNP concepts and competencies.



# Philosophy

College of Humanities and Social Sciences

## DEPARTMENT CHAIR

Heather Battaly

## DEPARTMENT OFFICE/WEBSITE

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## PROGRAMS OFFERED

Bachelor of Arts in Philosophy

Concentration in Social, Moral and  
Legal Philosophy for the Professions

Minor in Philosophy

## FACULTY

Mitchell Avila, Heather Battaly,  
Matthew Calarco, Amy Coplan, John  
Davis, Brady Heiner, Andrew Howat,  
Emily S. Lee, JeeLoo Liu, Ryan Nichols,  
Shari Starrett

## INTRODUCTION

Philosophy began when people first questioned the accounts poets and priests had handed down about the structure of the world and the meaning of human life. Since then, philosophers have helped create and explore virtually every aspect of our cultural life, including science, religion, art and politics. To study philosophy, therefore, is to engage in a classic form of liberal education in which powers of reasoning and conceptual analysis are explicitly developed. The study of philosophy includes: (1) the development of critical thinking and writing skills; (2) the investigation of conceptual problems encountered in the course of reflecting about experience; (3) the assessment of assumptions underlying other sciences and arts; and (4) the exploration of intellectual and cultural history from a broad perspective. Philosophy is not a “high unit” major. It is possible for many students to obtain the benefits of a philosophically based liberal education while also majoring in another discipline. The Philosophy Department also encourages minors, which can be tailored to the student’s individual interests or other fields of study. Majoring or minoring in philosophy is an excellent way of preparing for law school and other careers that involve facility in reasoning, analysis and information processing.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in philosophy:

### Critical thinking

- Demonstrate a thorough understanding of original texts
- Use sound arguments and strong reasoning to support assertions
- Make careful selection and presentation of evidence and argument to support assertions and (when applicable) include carefully constructed refutations of the opposing view

### Critical writing

- Demonstrate good structure, succinct expression of ideas and superb writing skills

### Knowledge

- Demonstrate knowledge of specific periods of historical philosophy, specific major currents of the 20th-21st century philosophical investigation and several methodologies employed by philosophers

### Social/global awareness

- Exposure to issues of culture, ethnicity and gender
- Cultivate a global perspective
- Examine and critically assess normative standards governing social relations, practices and institutions, including a wide range of human activities dependent upon value judgments

## **BACHELOR OF ARTS IN PHILOSOPHY (120 UNITS)**

The Bachelor of Arts in Philosophy requires 39 units in general philosophy or 39 units in the concentration. The general philosophy program requires the following:

### **Argumentation and Writing Requirement (3 units)**

PHIL 315 Philosophical Argument and Writing (3)

### **Required Courses in the History of Philosophy Before 1900 (9 units)**

PHIL 290 History of Philosophy: Greek Philosophy (3)

PHIL 300 History of Philosophy: Rationalism and Empiricism (3)

PHIL 301 History of Philosophy: Kant and the 19th Century (3)

### **Additional History of Philosophy Requirement (6 units)**

Two of the following: PHIL 291, 323, 350, 379, 380, 382, 383

### **Other Course Requirements (9 units)**

a. Ethics and Society: PHIL 343, 345, 377, 410

b. Metaphysics, Epistemology: PHIL 420, 425, 430, 435, 440

c. Any additional course listed in a. or b. or PHIL 368

### **Seminar Requirement (3 units)**

PHIL 447T, 455, 460, 470, 480, 490

### **Electives (9 units)**

Choose nine units of philosophy courses, no more than six units of lower-division, which have not been used to fulfill other requirements.

## **CONCENTRATION IN SOCIAL, MORAL AND LEGAL PHILOSOPHY FOR THE PROFESSIONS**

This concentration prepares students for post-baccalaureate professional studies and eventually a career in their chosen field. Students who complete the Concentration in Social, Moral and Legal Philosophy for the Professions while earning their Bachelor of Arts in Philosophy should be equipped with the intellectual skills (i.e., critical reading and analysis skills) necessary to successfully apply to, enter and graduate from competitive professional graduate programs such as law, business and administration.

### **Argumentation and Writing Requirement (3 units)**

PHIL 315 Philosophical Argument and Writing (3)

### **Pre-1900 History Sequence (9 units)**

PHIL 290 Greek Philosophy (3)

PHIL 300 Rationalism and Empiricism (3)

PHIL 301 Kant and 19th Century (3)

### **Ethics, Social/Political Philosophy (6 units)**

PHIL 345, 355, 382, 410

### **Applied Ethics, Social/Political Philosophy (3 units)**

PHIL 312, 313, 314, 320, 377

### **Core Topics in Philosophy (6 units)**

PHIL 303, 323, 348, 380, 381, 383, 420, 430, 440

### **Additional (6 units)**

PHIL 405 Advanced Topics in Applied Legal Reasoning (3)

PHIL 493 Senior Internship in Ethics and Society (3)

### **Electives (6 units)**

Six units of philosophy courses that have not been used to fulfill other requirements. No more than six lower-division units may count toward electives in the major.

## **MINOR IN PHILOSOPHY (21 UNITS)**

Up to nine units may double-count for the Philosophy minor and G.E.

### **Required Courses (9 units)**

PHIL 290 Greek Philosophy (3)

PHIL 300 Rationalism and Empiricism (3)

PHIL 315 Argument and Writing (3)

### **Electives (12 units)**

Courses that have not been counted toward the minor.

## **RECOMMENDED COURSEWORK FOR PHILOSOPHY MAJORS**

Students are advised to supplement their studies in philosophy with coursework offered in fields closely related to their philosophical interests.

Students who are planning to attend graduate school in philosophy are urged to acquire proficiency in a foreign language and include in their programs as many of the following as possible:

PHIL 303, 345, 368, 375, 380, 410, 420, 430, 440, 455

Students interested in pursuing admission to law school are advised to include in their programs as many of the following as possible:

PHIL 312, 313, 314, 345, 355, 368, 410, 455

## **TRANSFER CREDIT**

Work completed in philosophy at other institutions may be counted toward the major, subject to the rules of the university and the following departmental rules: (1) only seminars can fulfill the seminar requirement; (2) only upper-division work can fulfill upper-division requirements; (3) in no case can more than six units of lower-division work taken at another institution count toward the major requirement of 39 units. Six units of philosophy taken at another university may be counted toward the minor.



## PHILOSOPHY COURSES

Courses are designated as PHIL in the class schedule.

### 100 Introduction to Philosophy (3)

Nature, methods and some of the main problems of philosophy. Primarily for freshmen and sophomores. Not a prerequisite for advanced courses. One or more sections offered online.

### 101 Meaning, Purpose and the Good Life (3)

Introduction to Western and Eastern approaches to perennial topics in philosophy concerning human flourishing and the nature of persons. Questions considered include, "What is happiness?" "What is the good life?" "Does life have meaning and purpose?" and "What is a person?"

### 105 Critical Thinking (3)

Developing non-mathematical critical reasoning skills, including recognition of arguments, argument evaluation and construction of arguments.

### 106 Introduction to Logic (3)

Logical structure of language and correct reasoning: deduction, induction, scientific reasoning and informal fallacies.

### 110 Religions of the World (3)

(Same as CPRL 110)

### 120 Introduction to Ethics (3)

Problems of human conduct and moral evaluation: standards for moral assessment of conduct and persons; morality and its relation to mores, social demands and personal commitments.

### 290 History of Philosophy: Greek Philosophy (3)

Origins of Western philosophy and its development through Socrates, Plato and Aristotle.

### 291 History of Philosophy: Medieval Philosophy (3)

Hellenistic philosophy and such figures as Plotinus, Augustine, Thomas Aquinas, Duns Scotus and William of Ockham.

### 300 History of Philosophy: Rationalism and Empiricism (3)

Prerequisite: completion of General Education (G.E.) Category C.2. Rationalism of Descartes, Spinoza and Leibniz, and the empiricism of Locke, Berkeley and Hume.

### 301 History of Philosophy: Kant and the 19th Century (3)

Prerequisite: PHIL 300. Rationalism and empiricism as a background to Kant. Revolutionary aspects of Kant's critical philosophy. Subsequent trends in 19th century philosophy, emphasizing such figures as Hegel, Schopenhauer, Marx, Mill, Kierkegaard and Nietzsche.

### 302 Introduction to Women's Studies (3)

(Same as WMST 302)

### 303 Introduction to the Philosophy of Science (3)

Prerequisite: general education physical or biological science requirement. Logical and methodological features of scientific inquiry; nature of theories and interpretation of theoretical terms; scientific progress; impact of science on society and of society on science.

### 311 Aesthetics: Philosophy of Art and Beauty (3)

Prerequisite: completion of G.E. Category C.1 or C.2. Conditions and aims of art and of aesthetic experience.

### 312 Business and Professional Ethics (3)

Prerequisite: junior or senior standing. Nature and limits of the moral rights and responsibilities of business and the professions (including law, medicine, science, engineering, journalism, management and teaching).

### 313 Environmental Ethics (3)

Prerequisite: completion of G.E. Category C.2 or D.1. Conceptual and moral foundations of environmental ethics, focusing on ecosystem and wildlife conservation policies, animal rights, a land ethic, competing policy analyses and obligations to future generations.

### 314 Medical Ethics (3)

Prerequisite: completion of G.E. Category C.2. Ethical issues raised by recent technical developments in medicine and of the moral rights and responsibilities of patients and health-care professionals.

### 315 Philosophical Argument and Writing (3)

Prerequisites: three units of philosophy. Philosophical concepts, distinctions and methods are used to teach philosophical and argumentative writing that is clear, critical, expressive and precise. Designed to satisfy the classroom portion of the upper-division writing requirement for philosophy majors.

### 316 Research Ethics (3)

Prerequisite: PHIL 120 or completion of the G.E. Category B.3. Ethical principles and problems implicit in the conduct of scientific research, with special attention to issues of scientific integrity, fraud, deception, data accuracy, authorship credit and use of research funds, especially when animal or human subjects are used.

### 320 Contemporary Moral Issues (3)

Prerequisite: completion of G.E. Category C.2. Applying ethical and social/political theories to contemporary moral problems. Topics selected from current issues in law, business, medicine, sexual morality and gender/multicultural studies, including such topics as abortion, racism, crime, punishment, welfare, domestic violence and pornography.

### 323 Existentialism (3)

Introduction to existentialist perspectives on freedom, meaning, responsibility, authenticity and self-deception. Typically includes discussion of Kierkegaard, Nietzsche, Heidegger and Sartre.

**324 Existential Group (3)**

How themes in the writings of existentialist philosophers pertain to the lifestyles, actions and feelings of the class participants.

**325 Philosophy of Sex and Love (3)**

Prerequisite: completion of G.E. Category C.2. Philosophical approaches to love, friendship, marriage and eroticism. Nature of love, relationship between sexuality and love, gender roles and gender equality. Investigation of ethical and legal controversies in sexuality, marriage and privacy.

**333 Evolution and Creation (3)**

Prerequisites: completion of G.E. Categories B.2 and C.2. Interdisciplinary study of evolutionary biology's impact on culture in context of religious doctrines of creation. Evolutionary theory and religious and philosophical reactions from Darwin to the present, including relevant educational and legal contexts.

**341 Assumptions of Psychotherapy (3)**

Prerequisites: completion of G.E. Categories C.2 and D.1. Philosophical concepts and assumptions pertinent to the theory of psychotherapy, such as the Cartesian, the mechanistic and the deterministic assumptions of Freud.

**343 Philosophy of Feminism (3)**

Prerequisites: three units of philosophy or three units of women's studies. Philosophical issues connected with "second-wave" U.S. feminism. Alternative feminist theories, goals and reconstruction of traditional areas of philosophy. (Same as WMST 343).

**345 Social and Political Philosophy (3)**

Prerequisites: three units of philosophy. Individualism, community, freedom, authority, justice, human rights and alienation, from the perspective of social and political theory.

**348 Philosophy of Religion (3)**

Role of philosophy in shaping theological doctrine, in critically evaluating religious experience, in arguing for or against the existence of God and in considering the problem of evil. (Same as CPRL 348)

**349 Philosophy, Literature and Cinema (3)**

Aesthetics of literature and film, emphasizing how storytelling deepens our imagination and understanding of identity, culture, society and values through use of word and image.

**350 Asian Philosophy (3)**

Prerequisite: completion of G.E. Category C.2. Asian philosophies such as Taoism, Confucianism and Buddhism (especially Zen): world views, conceptions of human nature and the good life. May also include applications to martial and non-martial arts. Comparisons with Western philosophies, religions and values.

**352 Philosophy of Asian Martial Arts (3)**

Prerequisite: three units of philosophy or appropriate prior instruction in the martial arts. Philosophical examination of Asian martial arts and how they relate to Taoism, Buddhism, Confucianism, Shinto and Zen. Samurai ideals compared to those of the warrior traditions of the Middle Ages and Homeric Greece.

**354T Topics in Buddhism (3)**

(Same as CPRL 354T)

**355 Philosophy of Law (3)**

Philosophical issues underlying the law, including the nature and justification of law, its relationship to morality and the limits of free speech, criminal punishment, legal responsibility and affirmative action.

**368 First Course in Symbolic Logic (3)**

Prerequisite: entry-level mathematics examination. Recognition and construction of correct deductions in the sentential logic and the first-order predicate calculus. (Same as MATH 368)

**375 Introduction to the Philosophy of Language (3)**

Prerequisites: six units of philosophy, six units of linguistics or three units of each. Philosophical issues about language, including topics such as meaning, reference, predication and truth. (Same as LING 375)

**377 Philosophical Approaches to Race, Class and Gender (3)**

Prerequisite: one upper-division philosophy course, or course focused on race, class or gender. Philosophical and interdisciplinary analyses of race, class and gender. Class time divided between assessment of influential theories and writers and development of Internet and interactive research.

**379 American Philosophy (3)**

Prerequisite: completion of G.E. Category D.4. American philosophy, beginning with Whitman, Emerson and Thoreau on transcendentalism and nature philosophy, with particular emphasis on the pragmatism of Pierce, Dewey, James and recent developments of neo-pragmatists Quine and Rorty.

**380 Analytic Philosophy: 1900 to 1950 (3)**

Prerequisites: six units in philosophy. Rise and development of the analytic movement in 20th-century philosophy. Works of such philosophers as Moore, Russell, Wittgenstein and Carnap will be studied.

**381 The Analytic Tradition: 1950 to the Present (3)**

Prerequisites: six units of philosophy or equivalent. Character and development of post-war Anglo-American philosophy, including the works of such thinkers as the later Wittgenstein, Quine, Davidson, Rorty and Putnam.

**382 Marx and Marxism (3)**

Marx and his followers in philosophical perspective. Theories of human nature, society and intellectual activity; conceptual tools for the analysis of social phenomena; sources; and followers, both critical and dogmatic.

**383 Postmodernism (3)**

Prerequisite: PHIL 301 or 323. Such modern and post-modern movements as phenomenology, hermeneutics, critical theory, post-structuralism, deconstruction, the Frankfurt school and French feminism; influences of these movements on political, literary and psychoanalytic theory.

**384 Philosophy of the Body (3)**

Prerequisite: any lower-division philosophy course. Phenomenology and its implications for the female and male bodies, examining how correcting philosophy's bias towards the mind informs our understanding of social hierarchy, gender identity and exclusion from public life.

**386 Philosophy of Biology (3)**

Prerequisite: completion of G.E. requirements in Biological Science. Conceptual foundations of biological science and especially of evolutionary theory. Applicability of such concepts as natural law, theory reduction, emergence and teleology to the investigation of living things from the molecular to the ecological level.

**399 Directed Study (1-3)**

Prerequisite: approval of department. Supervised individual study as an elective. May be repeated for credit with different content. No more than three units may be taken with any one adviser in any one semester.

**400 Ethical and Professional Issues in Human Services (3)**

(Same as HUSR 400)

**401 Knowledge in the Arts and Sciences (3)**

(Same as LBST 401)

**405 Advanced Topics in Applied Legal Reasoning (3)**

Prerequisites: PHIL 105, 106 or 368. Advanced study of argumentation and critical thinking methods, and their application to applied topics in philosophy, including legal ethics and legal reasoning.

**410 Ethical Theory (3)**

Prerequisite: PHIL 290, 300 or 315. Major ethical theories as advanced by such authors as Aristotle, Kant, Mill and Rawls.

**416 Advanced Research Ethics (3)**

Prerequisite: PHIL 320. For graduate students engaged in research. Ethical principles and problems implicit in the conduct of research, with special attention to issues of scientific integrity, fraud, deception, data accuracy, authorship credit and use of research funds.

**420 Metaphysics (3)**

Prerequisite: PHIL 290, 300 or 315. Metaphysics and metaphysical issues such as reality, universals, space, time, substance, identity and difference, causality, permanence and change, freedom and determinism, minds and bodies.

**425 Phenomenology (3)**

Prerequisites: PHIL 315 and any lower-level course in philosophy. Ephemeral structure of experience and subjectivity. Topics include conceptualizations of the subject, consciousness, embodiment and engagement with the world. Primary figures include Edmund Husserl, Martin Heidegger and Maurice Merleau-Ponty.

**430 Epistemology (3)**

Prerequisite: PHIL 290, 300 or 315. Nature of knowledge, belief, certainty, truth, perception, and the a priori; examinations of skepticism, traditional responses to skepticism and the foundations of knowledge.

**435 Advanced Topics in Philosophy of Language (3)**

Prerequisite: PHIL 290, 300 or 375. Key problems in the philosophy of language such as the nature of language, function of language in communication, meaning and reference of proper names, and the connection between thought and language. Not available for graduate degree credit.

**440 Philosophy of Mind (3)**

Prerequisite: PHIL 290, 300 or 315. Concept of mind, and such related issues as the mind-body relation, behavior, consciousness, voluntary action, weakness of will and our knowledge of other minds.

**447T Seminar in Selected Problems (3)**

Prerequisites: PHIL 315 and six units of upper-level philosophy. Intensive study of one philosophical concern, such as an individual philosopher or topic. May be repeated with different content for additional credit.

**448 Death, Aging and Meaning (3)**

Prerequisites: PHIL 315 and six units of upper-level philosophy. Various thinkers regard comprehending one's own death as a means to making sense of one's life. Combines intellectual inquiry and personal exploration into assessing death, aging and living meaningfully.

**455 Seminar in Values (3)**

Prerequisites: PHIL 315 and six units of upper-level philosophy. Valuation or some important form of value: ethical, aesthetic, political. May be repeated with different content for additional credit.

**470 Seminar in Metaphysics and Epistemology (3)**

Prerequisites: PHIL 315 and six units of upper-level philosophy. Topics include metaphysics and epistemology such as reality, substance, mind, action, cause, knowledge and truth.

**480 Seminar in the History of Philosophy (3)**

Prerequisites: PHIL 315 and six units of upper-level philosophy.

Covers some important work, figure, school or problem in the history of philosophy before 1900.

**490 Seminar in Contemporary Philosophy (3)**

Prerequisites: PHIL 315 and six units of upper-level philosophy.

Issues raised by such 20th-century philosophers as Russell, Moore, Wittgenstein, Austin, Quine, Husserl, Heidegger, Merleau-Ponty or Foucault.

**493 Senior Internship in Ethics and Society (3)**

Prerequisites: six units of philosophy in ethics and/or social/political philosophy. Supervised internship in professional setting. Required course project on philosophical and ethical issues.

**499 Independent Study (1-3)**

Prerequisite: approval of department. Develop competency in research. May be repeated for credit. No more than three units may be taken with any one adviser in any one semester.





# Physics

College of Natural Sciences and Mathematics

## DEPARTMENT CHAIR

Jim Feagin

## DEPARTMENT OFFICE/WEBSITE

McCarthy Hall 611  
657-278-3366  
[physics.fullerton.edu](http://physics.fullerton.edu)

## PROGRAMS OFFERED

Bachelor of Science in Physics  
Emphasis in Business  
Minor in Physics  
Master of Science in Physics

## FACULTY

Kwang-Ping Cheng, Greg Childers,  
Jim Feagin, Heidi Fearn, Murtadha  
Khakoo, Geoffrey Lovelace, Michael  
Loverude, Jocelyn Read, Josh Smith,  
Ionel Tifrea, Keith Wanser

## INTRODUCTION

Physics is the natural science that deals with the properties and interactions of matter and radiation. As such, physics provides the fundamental basis for all other sciences, and for applied science fields such as engineering and the health sciences. Many physicists engage in research designed to expand the frontiers of physical knowledge; others engage in the application of physics concepts in industry and in private and government laboratories.

The physics major program can provide the education necessary for the student to continue studies at the graduate level that, in turn, lead to the master's and doctoral degrees. Alternatively, the physics major program can provide the education necessary for the student to work immediately upon graduation with the bachelor's degree, either in industry or government labs, in applied physics fields, or in teaching at the secondary school level. Our optional emphasis in business provides students with experience in starting or managing a technology-oriented business.

Students are encouraged to obtain research experience by working with faculty in their ongoing research efforts. Independent Study provides practical work experience that integrates classroom studies with the needs and methods of modern industrial science.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Physics:

### Content Knowledge

Students will demonstrate understanding of:

- Force, energy and momentum and apply this understanding to predict and describe motion
- Thermodynamics and the thermodynamic properties of materials
- Waves and wave propagation
- Electricity, magnetism, the relationship between electric and magnetic phenomena, and electromagnetic forces and waves
- Modern physics, including quantum theory, relativity and elementary particles

### Investigation and Experimentation

Students will learn to:

- Ask scientific questions, formulate hypotheses, design and conduct experiments, and analyze data
- Collect, analyze and interpret data and information
- Use modern laboratory equipment including advanced computer hardware and software

- Use analytical, computational, graphical and advanced mathematical methods in problem-solving
- Apply mathematics to scientific investigation and experimentation for the purpose of quantifying results and drawing conclusions

### Communication

Students will learn to:

- Communicate data, concepts, skills and processes to experts and non-experts in the field in logical and meaningful formats
- Communicate scientific observations, results and conclusions in clear, logical, and unbiased terms both verbally and in writing
- Use appropriate technology to communicate scientific results

### Nature of Science

Students will learn to:

- Recognize that science is an active endeavor in which the acquisition of knowledge is based upon the collection and examination of data
- Recognize the synergistic nature of science and technology
- Experience and practice analyzing complex situations to make informed decisions and to participate in scientific problem solving
- Recognize their responsibility to increase scientific literacy so that the general population can understand current issues and appreciate their personal societal roles and responsibilities

### BACHELOR OF SCIENCE IN PHYSICS (120 UNITS)

The Bachelor of Science in Physics requires 73 units in the major, including core courses, and upper-division physics, science and engineering electives. Each course in physics, mathematics, chemistry and English that is required for the major must be completed with a "C" (2.0) or better.

Formal academic advisement is required for all physics majors at least once every academic year.

#### Lower Division (32-34 units)

*General Chemistry (8 units)*

CHEM 120A, 125

*Mathematics (12 units)*

MATH 150A,B and 250A

*Fundamental Physics (12 units)*

PHYS 225, 226, 227 and 225L, 226L, 227L

*Note:* Students may take CHEM 120B in place of CHEM 125.

#### Upper Division (21 units)

PHYS 300 Survey of Mathematical Physics (3)

PHYS 310 Thermodynamics, Kinetic Theory and Statistical Physics (3)

PHYS 320 Classical Mechanics (3)

PHYS 330A Electromagnetic Theory I (3)

PHYS 330B Electromagnetic Theory II (3)

PHYS 340 Modern Physics (3)

PHYS 380 Methods of Experimental Physics (3)

### Upper-Division Physics Electives (14 units)

Must include one laboratory course.

For students completing a minor or second major in mathematics, another science, engineering or computer science, the upper-division physics elective requirement is 12 units.

### Upper-Division Science and Engineering Electives (3 units)

Additional upper-division courses in mathematics, science, engineering and/or computer science approved by the department.

### Upper-Division Writing Requirement (3 units)

One of the following:

ENGL 301, 360; BUAD 301 (for students pursuing the emphasis in business only); CHEM 340; MATH 380

### EMPHASIS IN BUSINESS

Students who pursue the Emphasis in Business program do not take PHYS 227L and substitute ACCT 201A for CHEM 125 in lower-division major requirements, and complete the following 21 units in physics and business electives in place of the usual upper-division physics and science/engineering elective.

FIN 320 Business Finance (3)

MGMT 340 Organizational Behavior (3)

MGMT 465A New Venture Creation & Funding (3)

MGMT 465B New Venture Launch (3)

OR MGMT 461 Entrepreneurial Management (3)

MKTG 351 Principles of Marketing (3)

PHYS 481 Experimental Physics (3)

OR PHYS 482 Modern Optics Laboratory (3)

BUAD 301 Advanced Business Communication (3)

*Note:* BUAD 301 satisfies the upper-division writing requirement.

### MINOR IN PHYSICS

#### Lower Division (12 units)

PHYS 225, 225L, 226, 226L, 227, 227L

#### Upper Division (9 units)

PHYS 380 Methods of Experimental Physics (3)

Six additional upper-division units in physics, selected in consultation with the academic adviser and approved by the department chair.

### TEACHING CREDENTIAL

The Bachelor's Degree in Physics may be effectively combined with subject matter studies necessary for the Single Subject Teaching Credential in science. Undergraduates are encouraged to contact the Center for Careers in Teaching (657-278-7130, fullerton.edu/cct) and the Science Education Programs Office

(657-278-2307, nsm.fullerton.edu/scied). Postbaccalaureate and graduate students should contact the Science Education Programs Office (657-278-2307, nsm.fullerton.edu/scied).

## **MASTER OF SCIENCE IN PHYSICS (30 UNITS)**

### **Admission Requirements**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants must have: (1) a degree from an accredited college or university with a major in physics or a closely related field (students with majors other than physics may be admitted with deficiencies); and (2) a grade-point average of 2.75 for upper-division courses in the physics major. For students with undergraduate degrees in engineering, mathematics or other physical sciences, a GPA of 3.0 in upper-division major courses is required. Applicants are also required to: (1) take the physics portion of the Graduate Record Exam (GRE) either previously or within a year of application (the GRE requirement can be waived for physics majors who enter with a GPA of 3.6 or higher); (2) submit a one-page, 500-word maximum, typed statement of purpose, explaining the student's interest in taking a higher degree in physics; and (3) submit three letters of recommendation.

International student applicants are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 213 for the paper test.

### **Required Core Course (12 units)**

PHYS 510 Mathematical Physics (3)

PHYS 520 Analytical Mechanics (3)

PHYS 530A Electromagnetic Theory I (3)

PHYS 555A Quantum Physics I (3)

### **Additional 500-Level Requirements (6 units)**

#### ***Plan A (comprehensive exam)***

*Choose two of the following:*

PHYS 530B Electromagnetic Theory II (3)

PHYS 555B Quantum Physics II (3)

PHYS 516 Statistical Mechanics and Thermodynamics (3)

PHYS 554 Solid State Physics (3)

#### ***Plan B (PHYS 598 Thesis)***

*Choose one of the following:*

PHYS 530B, 555B, 516 or 554,

*Plus*

PHYS 599 Independent Graduate Research (3)

#### ***Plan C (PHYS 597 Project)***

*Choose one of the following:*

PHYS 530B, 555B, 516 or 554

*Plus*

PHYS 599 Independent Graduate Research (3)

### **Electives (8-12 units)**

Electives are chosen in consultation with the graduate adviser. Electives may be chosen from any 400- or 500-level physics course with the exception of any courses which were used to satisfy baccalaureate degree requirements. In cases where the research objectives or career goals are interdisciplinary in nature, courses may be chosen in other fields (e.g., mathematics, chemistry, engineering, biology, geological science, science/teacher education).

### **Project, Thesis or Comprehensive Exam (0-4 units)**

PHYS 597 Project (1-3)

OR PHYS 598 Thesis (1-6)

OR Comprehensive Exam

## **ASTRONOMY COURSES**

Courses are designated ASTR as in the class schedule.

### **101 Introduction to Astronomy (3)**

Prerequisite: high school algebra recommended. Celestial motion, the solar system, galactic structure, theories of the origin of the universe and the solar system.

## **PHYSICS COURSES**

Courses are designated as PHYS in the class schedule.

A "C" (2.0) or better is required in all prerequisite courses.

Prerequisite requirements with exception of the grade requirement may be waived by the instructor of the course if the instructor is satisfied that the student is qualified to undertake the course.

### **101 Survey of Physics (3)**

Basic concepts of physics for the non-science major. Physical concepts in real-world contexts such as global warming. How our ideas about motion, energy, heat and temperature, light and color, electricity, and atoms form a framework for understanding the natural world.

### **101L Survey of Physics Laboratory (1)**

Corequisite: PHYS 101. Experiments that demonstrate important concepts in astronomy and physics. For non-science majors.

### **102 Physical Science for Future Elementary Teachers (3)**

Designed especially for the prospective elementary teacher, this activity-based course examines physical science concepts in real-world contexts such as global warming, kitchen science and the automobile. Lecture and laboratory is combined into a single unified learning experience. (Same as CHEM 102)

**115 Introductory Physics (4)**

Prerequisites: high school algebra, geometry and intermediate algebra. Development of problem-solving skills in basic physics. For students with limited background in physics who plan to take additional physics courses. Does not fulfill physics requirements for majors or minors in the physical or biological sciences. (3 hours lecture, 1 hour recitation)

**211 Elementary Physics (3)**

Prerequisite: MATH 125 with a "C" (2.0) or better, or currently enrolled in MATH 130 or 150A. Corequisite: PHYS 211L. Introduction to mechanics and thermodynamics. Designed for life and health science majors.

**211L Elementary Physics: Laboratory (1)**

Corequisite: PHYS 211. Laboratory for PHYS 211. (3 hours laboratory). Instructional fee required.

**212 Elementary Physics (3)**

Prerequisite: PHYS 211 with a "C" (2.0) or better. Corequisite: PHYS 212L. Introduction to electricity and magnetism, wave motion and optics. Designed for life and health science majors.

**212L Elementary Physics: Laboratory (1)**

Corequisite: PHYS 212. (3 hours laboratory). Laboratory for PHYS 212. Instructional fee required.

**225 Fundamental Physics: Mechanics (3)**

Prerequisite: MATH 150A. Corequisite: PHYS 225L. Classical Newtonian mechanics; linear and circular motion; energy; linear/angular momentum; systems of particles; rigid body motion; wave motion and sound.

**225L Fundamental Physics: Laboratory (1)**

Corequisite: PHYS 225 (3 hours laboratory). Laboratory for PHYS 225. Instructional fee required.

**226 Fundamental Physics: Electricity and Magnetism (3)**

Prerequisites: MATH 150B, PHYS 225 or equivalent. Corequisite: PHYS 226L. Electrostatics, electric potential, capacitance, dielectrics, electrical circuits, resistance, emf, electromagnetic induction, magnetism and magnetic materials, and introduction to Maxwell's equations.

**226L Fundamental Physics: Laboratory (1)**

Corequisite: PHYS 226 (3 hours laboratory). Laboratory for PHYS 226. Instructional fee required.

**227 Fundamental Physics: Waves, Optics, and Modern Physics (3 or 1)**

Prerequisite: PHYS 226 with a "C" (2.0) or better, or equivalent. Corequisite: PHYS 227L laboratory except for Biochemistry, Chemistry and Mechanical Engineering majors who may enroll for one unit credit (optics component). All others must enroll for three units credit. Geometrical and physical optics, wave phenomena; quantum physics, including the photoelectric effect, line spectra and the Bohr atom; the wave nature of matter, Schrodinger's equation and solutions; the Uncertainty Principle; special theory of relativity.

**227L Fundamental Physics: Laboratory (1)**

Corequisite: PHYS 227 (3 hours laboratory). Laboratory for PHYS 227. Instructional fee required.

**300 Survey of Mathematical Physics (3)**

Prerequisite: MATH 250A. Mathematical techniques required for upper-division physics courses, including differential vector operators, complex variables, partial and ordinary differential equations, special functions, Fourier transforms and series, matrices and operators, probability and statistics.

**301 Energy and Sustainability (3)**

Prerequisites: completion of general education requirement in physical science or earth and astronomical science. Basic physical principles applied to the generation and use of energy. Conventional and alternative energy sources. Environmental consequences of energy use, greenhouse effect, global warming. Energy conservation principles. One or more sections offered online.

**310 Thermodynamics, Kinetic Theory, and Statistical Physics (3)**

Prerequisite: PHYS 227. Laws of thermodynamics with physical, chemical and engineering applications; kinetic theory of gases. Introduction to statistical physics with reexamination of laws of thermodynamics.

**315 Computational Physics (3)**

Prerequisite: PHYS 227. Previous computing experience recommended. Basic numerical methods in physics. Applications may include curve fitting and minimization, numerical simulation of classical particles, waves and Fourier analysis, quantum square well, Monte Carlo methods and diffusion. Hands-on computing with high-level languages, graphics and symbolic mathematics. (1 hour lecture, 4 hours activity)

**320 Classical Mechanics (3)**

Prerequisites: PHYS 227, 300. Classical mechanics and associated mathematical and numerical techniques: Newtonian dynamics; Lagrangian and Hamiltonian dynamics.



### **330A Electromagnetic Theory I (3)**

Prerequisites: PHYS 227, 300. Application of vector calculus and special mathematics techniques to electric and magnetic phenomena in matter.

### **330B Electromagnetic Theory II (3)**

Prerequisites: PHYS 300, 330A. Applications of Maxwell's equations to the propagation of EM waves in dielectrics, plasmas and conductors. Selected topics in radiation, diffraction and eigenfunction expansions of static and waveguide fields. Special relativity: Einstein's postulates, Lorentz transformations, relativistic motion of charged particles.

### **340 Modern Physics (3)**

Prerequisites: PHYS 227, 300. Modern physical theories and associated mathematical techniques. Early quantum mechanics development; Schrodinger's equation; one-dimensional systems; the harmonic oscillator.

### **380 Methods of Experimental Physics (3)**

Prerequisite: PHYS 226. Experiments using analog, digital, and integrated circuits, including filtering circuits, diodes, transistor amplifiers, operational amplifiers, triggers, and digital logic. Introduction to automated experimentation. (1 hour lecture, 6 hours laboratory). Instructional fee required.

### **411 Modern Optics (3)**

Prerequisite: PHYS 300, 330 or 340. Wave propagation. Fourier optics, introduction to spatial filtering and image enhancement, lasers, analytical ray tracing, matrix methods in optics.

### **416 Thermal and Statistical Physics (3)**

Prerequisites: PHYS 300, 310. Disciplines of thermodynamics statistical mechanics and kinetic theory (and their applications); their unifying microscopic foundation.

### **454 Introduction to the Solid State of Matter (3)**

Prerequisites: PHYS 300, 340. Physical properties of matter in the solid state, as explained by atomic theory. Crystal structure, thermal, electric and magnetic properties of metals, semi-conductors, band theory and solid state devices.

### **455 Introduction to Quantum Physics (3)**

Prerequisites: PHYS 300, 340. Concepts and theory of quantum physics. Early quantum theories, the Schrodinger equation, Eigenvalue equations, operators, commutation properties, applications to simple quantum systems, angular momentum.

### **460T Advanced Topics in Contemporary Physics (3)**

Prerequisites: junior or senior standing in physics and consent of instructor and department chair. Advanced lecture course covering a field of physics of current interest not covered in other courses, such as plasma physics, superconductivity, solid state devices, fiber optics and photonics, astrophysics, subatomic physics. May be repeated for credit with a different topic.

### **476 Atomic/Molecular Physics (3)**

Prerequisite: PHYS 300, 340. Theory of atoms and small molecules including perturbation methods. Topics include the interaction of atoms and molecules with electric and magnetic fields and electromagnetic radiation, angular momentum coupling, anti-symmetrization, and the spectroscopy of atoms and simple diatomic methods.

### **481 Experimental Physics (3)**

Prerequisite: PHYS 300, 380. Techniques and methods of experimental physics including: use of sensors, transducers, time series, power spectra, phase sensitive detection, computer interfacing and signal conditioning. Experiments cover several areas of physics. (1 hour lecture, 6 hours laboratory). Instructional fee required.

### **482 Modern Optics Laboratory (3)**

Prerequisites: PHYS 340, 380, 411 recommended. Experiments in optics, including Fourier optics, holography, fiber optics, diffraction, interferometry, laser physics, light scattering and optical detection, including photon counting and photographic techniques. (1 hour lecture, 6 hours laboratory). Instructional fee required.

### **495 Internship (1-3)**

Prerequisites: junior or senior standing in physics and consent of the chair. Professional physics work in industry or government to provide an in-depth experience. Written report required. May be repeated once for credit.

### **496 Student-to-Student Tutorials (1-3)**

Prerequisites: junior or senior standing and consent of chair. Learn through teaching, increase mastery of subject matter, develop awareness of teaching problems and competence in teaching techniques. Consult "Student-to-Student Tutorials" in this catalog for more complete course description.

### **499 Independent Study (1-3)**

Prerequisite: approval of study plan by department chair and instructor. Topic in physics, selected in consultation with and completed under the supervision of the instructor. May be repeated for credit to a maximum of six units.

### **510 Mathematical Physics (3)**

Prerequisite: PHYS 300. Advanced techniques in mathematical physics: calculus of variation, coordinate transformations, tensor analysis, special functions, series solutions of differential equations, orthogonal functions, partial differential equations, numerical techniques for the solution of differential equations, complex variables, integral transforms, probability, Monte Carlo methods.

**516 Statistical Mechanics and Thermodynamics (3)**

Prerequisites: PHYS 310 or equivalent upper-division thermodynamics, PHYS 510. PHYS 520 recommended. Fundamental principles of classical and quantum statistics. Non-interacting Boltzmann, Bose and Fermi systems. Superconductivity, BE condensation and phase transitions. Fluctuation and kinetic theory, interacting particles via Monte Carlo techniques. Laws of thermodynamics and applications.

**520 Analytical Mechanics (3)**

Prerequisites: PHYS 330, 510. Advanced techniques for solution of problems in classical mechanics: Lagrangian and Hamiltonian formulations of the equations of motion, variation techniques, conservation theorems, canonical transformations, Hamilton-Jacobi theory, numerical techniques, selected applications.

**530A Electromagnetic Theory I (3)**

Prerequisite: PHYS 330. Corequisite: PHYS 510. Classical electro-magnetic theory: boundary value problems in electrostatics, multipoles, electrostatics of macroscopic media, magnetostatics, time-varying fields, Maxwell's equations, plane electromagnetic waves and wave propagation.

**530B Electromagnetic Theory II (3)**

Prerequisites: PHYS 510, 530A. Advanced electromagnetic theory: wave guides and cavities, radiating systems, scattering, diffraction, relativistic effects, collisions between charged particles, radiation from moving charges, multipole fields, radiation damping, absorption and radiation by sound systems.

**554 Solid State Physics (3)**

Prerequisites: PHYS 510, 555A. Fundamental physics of matter in solid state systems. Crystal structure, metals (Drude theory, Sommerfeld theory, band structure, semiclassical model of electron dynamics, magnetic properties, phonons in metals); semiconductors and superconductors; experimental techniques.

**555A Quantum Physics I (3)**

Prerequisites: PHYS 340, 455 recommended. Corequisite: PHYS 510. Principles and techniques of modern quantum mechanics, applications to simple three-dimensional systems, properties of angular momentum.

**555B Quantum Physics II (3)**

Prerequisites: PHYS 510, 555A. Corequisite: PHYS 520. Advanced topics in quantum physics: scattering theory, electron spin, perturbation theory and applications, approximation methods for time dependent problems, systems of identical particles.

**560T Advanced Topics in Contemporary Physics (3)**

Prerequisites: PHYS 510 and consent of instructor. Current advances and research topics in physics, including atomic physics, quantum electrodynamics, fiber optics/ photonics. May be repeated once for credit with a different topic.

**597 Project (1-3)**

Planning, preparation and completion of a project in partial fulfillment of the requirements for the master's degree. Credit to be obtained only upon formal completion of a project paper approved by the department graduate committee.

**598 Thesis (1-6)**

Planning, preparation and completion of an acceptable thesis in partial fulfillment of the requirements for the master's degree. Credit to be obtained only upon formal submission of thesis.

**599 Independent Graduate Research (1-3)**

Prerequisite: written approval of study plan by department committee and by instructor. Open only to graduate students and only with consent of a faculty member. May be repeated for credit.



# Political Science

College of Humanities and Social Sciences

## **DIVISION OF POLITICS, ADMINISTRATION AND JUSTICE**

### **DIVISION CHAIR**

Stephen Stambough

### **DIVISION OFFICE**

University Hall 511  
657-278-3521  
[hss.fullerton.edu/paj](http://hss.fullerton.edu/paj)

### **PROGRAMS OFFERED**

Bachelor of Arts in Political Science  
Minor in International Politics  
Minor in Law, Politics and Society  
Minor in Political Science  
Master of Arts in Political Science

### **FACULTY**

Michelle Arsneault, Bert Buzan, Jackie Filla, Pam Fiber-Ostrow, Sarah Hill, Matthew Jarvis, Myungjung Kwon, Don Matthewson, Valerie O'Regan, Paul Peretz, Mark Redhead, Choudhury Shamim, Alexei Shevchenko, Scott Spitzer, Stephen Stambough, Samuel Stone, Yuan Ting, Justin Tucker

## **INTRODUCTION**

Political science is the study of people's behavior as it relates to power and public organizations. The discipline is normally divided into six subfields: political philosophy, American politics, public administration, public law, comparative government and international politics.

A major in political science prepares students for law school, government employment on the local, state and national levels, foreign service, teaching, business, journalism, or leadership in civic and political activities.

## **LEARNING GOALS AND STUDENT LEARNING OUTCOMES**

The following goals and learning outcomes have been established for students pursuing a degree in Political Science:

### **Knowledge**

- Understand the relevance for politics and policy-making of formal political institutions, rules, and processes in the U.S. and cross-nationally
- Understand the relevance for politics and policy-making of non-institutional aspects of politics, including the roles of class, race, gender, religion, and political beliefs in the U.S. and cross-nationally
- Understand and use different theories and methods of studying politics including understanding the role of theory, both normative and empirical, in political analysis and argumentation
- Understand and use interdisciplinary knowledge important to the study of politics

### **Experience**

- Be provided with the opportunity through internships to experience politics directly

### **Skills**

- Demonstrate proficiency in the use of various tools of analysis, including library research, computer skills, and data analysis techniques
- Be able to think and write clearly, critically and intelligently about politics

## **BACHELOR OF ARTS IN POLITICAL SCIENCE (120 UNITS)**

The Bachelor of Arts in Political Science requires 48 units in the major: 39 units in Political Science and nine upper-division units in related disciplines such as American studies, anthropology, criminal justice, economics, geography, history, philosophy, psychology, sociology and statistics. POSC 100, a graduation requirement for all students, is not part of the major, but is a prerequisite to further work in political science. No more than 12 units total may be in the lower division.

**Introductory Requirements (3 units)**

POSC 200 Introduction to the Study of Politics (3)  
OR POSC 201 Methods and Skills in Political Science (3)  
OR department-approved substitute

**Political Philosophy Requirement (3 units)**

POSC 340 Political Philosophy (3)

**Breadth Requirements (12 units)**

Choose four from the following:

POSC 310 Political Behavior and Motivation (3)  
OR POSC 315 Politics and Policy Making in America (3)  
POSC 320 Introduction to Public Management and Policy (3)  
POSC 330 Politics in Nation-States (3)  
POSC 350 World Politics in the 21st Century (3)  
OR POSC 352 American Foreign Policy (3)  
POSC 375 Law, Politics and Society (3)

**Research Methods Requirement (3 units)**

Choose one of the following:

POSC 321 Research in Public Management (3)  
POSC 376 Legal Tools for Political Research (3)  
POSC 407 Polls, Statistics and Political Interpretation (3)

**Related Fields (9 upper-division units)**

Students must complete nine approved units in related disciplines. The department maintains a list of pre-approved courses that students can obtain from an adviser, the department office or their Titan Degree Audit (TDA). Students who wish to use other courses from related disciplines should obtain the approval of a department adviser.

**Upper-Division Writing Requirement**

Political Science majors fulfill the university's upper-division writing requirement by completing two upper-division classes specially approved for this purpose. Please check with the department office for a current list of qualifying classes.

**Electives for the Major (18 units)**

Choose six other courses in political science sufficient to achieve a total of 39 units. The upper-division writing requirement is normally fulfilled by choosing appropriate electives.

**MINOR IN INTERNATIONAL POLITICS (18 UNITS)**

The minor must include 12 units in political science. Twelve units must apply exclusively to the minor. POSC 100, 200, 330 and 350 are required. The remaining units must be taken from POSC 352 or 457, COMM 426, ECON 330, 335, HIST 480D and POSC 331, 431T, 434, 438, 451T, 456, 461, or 476. Students who wish to specialize in a specific geographical area are encouraged to investigate the possibility of taking related units in anthropology, economics, foreign languages, geography, history and literature, etc.

**MINOR IN LAW POLITICS AND SOCIETY (18 UNITS)**

Course requirements for the minor include POSC 375 and 15 units of electives. From the following list, students take at least one course from at least three different departments, and no more than three courses from any one department. All courses listed carry three semester units of credit: CRJU 330 or SOCI 413; CRJU 465, 485, 486; CHIC 360; HIST 480A, 480B; PHIL 355; POSC 472, 473, 474, 475, 476, 492; PSYC 317; SOCI 365. Twelve units must apply exclusively to the minor.

**MINOR IN POLITICAL SCIENCE (18 UNITS)**

The minor comprises political science courses, 12 of which are upper-division. Students must take POSC 100 (a graduation requirement), POSC 200 and an upper-division course each in American politics, cross-national politics and political theory. One of the courses for the minor must be at the 400 level. Twelve units must be distinct from those used for a student's first major.

**MASTER OF ARTS IN POLITICAL SCIENCE (30 UNITS)**

The degree is designed both to enlarge and deepen the competence of political science students. It is especially planned for the professional improvement and advancement of high school and community college teachers, government employees and military personnel. It also prepares students for entering a doctoral program in political science or for law school. The M.A. program provides training and preparation for journalists, special librarians and research staffers and for all people active in civic affairs and political life.

**Admission to Graduate Standing – Conditionally Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information.

In addition, acceptance into the M.A. in the political science program requires a grade-point average of 3.0 in the major field and in all political science courses. If the major is not in one of the social sciences, the GPA requirement also applies to upper-division social science courses taken. If a student's GPA does not meet these criteria, the student may appeal to the department's graduate committee for a waiver.

Normally, admission to the master's program requires that a student possess a bachelor's degree in political science, a minor in political science or a major in an allied social science field with a minimum of 15 units of political science courses. For those without such a background, the M.A. Coordinator may require the applicant to take a group of upper-division political science courses at the 300 and/or 400 level (not more than nine units of which will be at the 300 level) prior to admission to the program. This requirement is to assure that the student will be prepared for graduate-level work in the discipline of political science.

In addition to the above requirements, applicants need to submit a writing sample to the M.A. Political Science Coordinator.



## Graduate Standing – Classified

A student admitted to conditionally classified status may apply for classified standing, which requires development of an approved study plan prior to completion of nine units. Refer to the “Graduate Regulations” section of this catalog for further information on classified standing and general study plan requirements.

## STUDY PLAN

Each candidate for a degree should, in consultation with the graduate adviser, arrange for the appointment of a graduate committee, composed of three faculty members, one of whom will serve as chair. This committee will approve the study plan, conduct the examination(s) and supervise the thesis if the student chooses that option. As a requirement for admission to classified standing, the student, in cooperation with the graduate program adviser, must develop a study plan of 30 units of coursework:

### Required Seminar Work (18 units)

Students are required to take a minimum of one political science seminar each semester until completion of the entire sequence.

#### *Scope and Theory of Political Science*

POSC 540 Seminar Readings in Political Philosophy (3)

POSC 541 Seminar in Contemporary Political Theory (3)

#### *American Politics/Public Affairs*

One course must be from List A. A second course may be from either List A or List B

##### *List A*

POSC 511 Seminar in American Politics (3)

POSC 512 American Political Institutions (3)

POSC 513 American Political Behavior (3)

POSC 514 American Political Development (3)

##### *List B*

POSC 519 State and Local Government (3)

POSC 509 Administrative Organization and Process (3)

POSC 525 Seminar in Metropolitan Area Government (3)

POSC 528 Seminar in Public Administration and Policy (3)

#### *Cross-National Politics (6 units)*

POSC 530 Seminar in Cross-National Politics (3)

POSC 551 Seminar in Theories of International Relations (3)

POSC 555 World Order (3)

Adviser-approved 400- and 500-level elective coursework (6-12 units)

These classes may normally be in a student’s chosen area of specialization. They may include, where appropriate, POSC 599 (6 units maximum). No more than nine units taken prior to classified standing may be applied to a student’s study plan. No more than nine units taken at another institution may be transferred, and these must be approved by the adviser, committee and Office of Graduate Studies.

## *Culminating Experience (0-6 units)*

POSC 597 Project (3-6)

OR POSC 598 Thesis (3-6)

OR Comprehensive Exam (0)

## Research Skills

Each candidate must demonstrate one of the following:

1. Reading knowledge of a relevant foreign language. Students must complete this requirement by passing an examination or coursework; or
2. Proficiency in quantitative research skills, including data analysis and research design, as demonstrated by successful completion of POSC 501, or its equivalent.

## Culminating Experience Requirements for the M.A. in Political Science

Students select one of the following three options to complete the program, after consulting with the program adviser.

1. Comprehensive written and oral exams in: (a) the scope and theory of political science; (b) American politics/public affairs; and (c) cross-national politics. All three sections must be successfully completed or the entire examination must be retaken. The examination has a written and an oral component. A student who does not pass the written portion is ineligible to take the oral component. The examinations may be retaken only once after an initial failure.
2. A thesis completed in accord with university regulations on theses, to include an oral defense. This option may be especially desirable for students planning on further graduate work at the doctoral level. Students selecting this option may take up to six units in thesis credit.
3. Completion and oral defense of a project, including a required oral defense and possible class presentations, depending on the project topic. Students selecting this option may take up to six units of credit associated with completing the project. The project option is intended for students interested in community college teaching or in working in practical politics.

For advisement and further information, consult the M.A. in Political Science adviser.

## POLITICAL SCIENCE COURSES

Courses are designated as POSC in the class schedule.

POSC 100 or its equivalent is the prerequisite for all upper-division political science courses. Prerequisites may be waived only with consent of instructor.

### 100 American Government (3)

People, their politics, and power; contemporary issues, changing political styles and processes, institution and underlying values of the American political system. Satisfies state requirements in U.S. Constitution and California State and local government. One or more sections offered online.

**200 Introduction to the Study of Politics (3)**

Introduction to the study of politics in general, not simply American politics. Explores the many faces of politics all over the world, examining its relationship to morality, culture, economics, justice and international affairs both theoretically and practically.

**201 Methods and Skills in Political Science (3)**

Pre- or corequisite: POSC 100. Basic skills and methods for Political Science majors, including framing and clarifying research questions, using and assessing research resources, and the use and assessment of qualitative and quantitative methods of research.

**298 Political Externship (3)**

Politics for the non-major or beginning political science student. Work in campaigns or offices of elected public officials; supervision by faculty and cooperating agency; seminars and individual conferences. May be repeated once.

**300 Contemporary Issues in California Government and Politics (3)**

Prerequisite: POSC 100. Political process in state and local institutions; crisis in the cities, flight to the suburbs and race relations. Comparisons will be made with other states and their subdivisions. Satisfies state requirement in California state and local government.

**309 Introduction to Metropolitan Politics (3)**

Prerequisite: POSC 100. Inner city and suburbia. Political processes: power in the city, the urban-suburban relationship, political fragmentation and the national government in urban areas.

**310 Political Behavior and Motivation (3)**

Prerequisite: POSC 100. Analyzes issues and divisions in American politics. Focus on race, class, ideology and party.

**312 Contemporary Issues in Conflict (3)**

Prerequisite: POSC 100. Through opinionated debate and discussion between two professors with opposing viewpoints, explore current conflicts in federal and state elections, as well as other public issues. Open discussion encouraged.

**315 Politics and Policy Making in America (3)**

Prerequisites: POSC 100 and completion of General Education (G.E.) Category D.1. Federal domestic policy making. Structure, functions and relationships among American national institutions, including executive, legislative and judicial branches, media, political parties and pressure groups.

**317 Black Politics (3)**

(Same as AFAM 317)

**320 Introduction to Public Management and Policy (3)**

Prerequisites: POSC 100 and completion of G.E. Category D.1. Introduction to the field of public administration. Current trends and problems of public sector agencies in such areas as organization behavior, public budgeting, personnel, planning and policy making. Emphasized examples and cases from the Criminal Justice field. (Same as CRJU 320)

**321 Research in Public Management (3)**

Prerequisites: POSC 100, 320 (may be taken concurrently). Research concepts, computer applications and information management applied to public administration and policy analysis. Instructional fee.

**322 Leadership for Public Service (3)**

Prerequisite: POSC 100, 200 or other course that fulfills G.E. Category D.1. Conceptions of leadership as applied in governmental and nonprofit sectors. Types of leader; tools for leaders; leadership in public policy-making settings. Includes student project and extend leadership concepts; participation in CSUF Student Leadership Institute or similar activity. (Same as CRJU 322)

**330 Politics in Nation-States (3)**

Prerequisites: POSC 100 and completion of G.E. Category D.1. Compares patterns of political behavior and interaction in various political systems.

**331 Third World Politics Through Literature (3)**

Prerequisite: POSC 100. Comparative political life and circumstances of developing countries as depicted in their literature. In this literature we see the political problems, cultural underpinnings and governmental structures as they affect Third World peoples in their struggle to survive and grow.

**340 Political Philosophy (3)**

Prerequisites: POSC 100 and completion of G.E. Category C.2. Major thinkers in the Western tradition of political philosophy from Plato to the present; the principal concepts and theories.

**350 World Politics in the 21st Century (3)**

Prerequisite: POSC 100. Political relationships among governments and other participants within the global system: internal and external factors influencing foreign policies of the great powers, their allies and minor powers; role of non-state actors such as the United Nations, multinational corporations and liberation movements.

**352 American Foreign Policy (3)**

Prerequisites: POSC 100 and completion of G.E. Category D.1. United States foreign policy since World War II. Institutions and bureaucracies of foreign policy decision making, military and national security policy, domestic sources of foreign policy.

**361 Model United Nations (3)**

Prerequisites: POSC 100 and prior MUN experience. A practical decision-making course where students participate in the national MUN conference in New York and others in California. Current politics in the UN and delegate preparation with emphasis on the art of lobbying, negotiation, bargaining and diplomacy.

**375 Law, Politics and Society (3)**

Prerequisites: POSC 100 and completion of G.E. Category D.1. Law as emergent from political processes, rooted within social norms and communities. Law as a feature of the modern state, a tool for seeking advantage, domination and/or liberation. An overview of legislative, judicial, administrative and other political processes that produce law.

**376 Legal Tools for Political Research (3)**

Prerequisites: POSC 100, 375 (may be taken concurrently). Research concepts, techniques and legal tools applied to an individual research project in public law. Useful pre-law course.

**381 Religion and Politics in the United States (3)**

(Same as CPRL 381)

**403 Politics and Policy in Sacramento (3)**

Prerequisites: POSC 100 and completion of G.E. Category D.1. Nature of policy making in California's state capital. Persistent policy themes and constraints; current issues in education policy. Required three-day trip to Sacramento for seminars and policy briefings. Class times prior to Sacramento visit may vary.

**404 Capital Punishment (3)**

(Same as CRJU 404)

**405 Campaigns and Elections (3)**

Prerequisite: POSC 100. Modern political campaigns in America focusing on new types of candidates and electoral organizations; money, media and consultants; and methods of predicting and interpreting election results.

**407 Polls, Statistics and Political Interpretation (3)**

Prerequisite: POSC 100. Quantitative research methods in political science. Introduction to research design and statistical measures employed in analyzing social science research data.

**408 The Politics of Los Angeles (3)**

Prerequisite: POSC 100. Politics in Los Angeles, with special attention to race, class, ethnicity and power. Comparative view places Los Angeles in big-city politics and in global perspective.

**410 Political Parties (3)**

Prerequisite: POSC 100. Structure and methods by which the political parties operate in the American political system with some comparisons to their structure and operation in other democratic societies.

**411 Art of Administration (3)**

Prerequisite: POSC 100. Public administration as "art" rather than "science." Administrative novels and other fictional literature, and other audio-visual media.

**412 Practicing Politics (3)**

Prerequisite: POSC 100. Politics as practiced and understood by practitioners of the art. A seminar that features guest lecturers and focuses on electoral politics.

**413 U.S. Congress (3)**

Prerequisite: POSC 100. Who gets elected to Congress, how it works and how it interacts with other institutions. Congressional elections, committees, parties, staff and how Congress responds to pressures and exerts influence.

**416 Presidents and the Presidency (3)**

Prerequisite: POSC 100. Presidential power, the resources on which that power is based and the limitations on the use of that power. Relations between the President and Congress, the bureaucracy, the press and the public.

**417 Film and Politics (3)**

Prerequisite: POSC 100. American politics from the 1920s to the present as seen through eyes of film-makers. Besides viewing films, students will read material relevant to films and write several papers linking film themes to the literature of American politics.

**421 Government and the Economy (3)**

Prerequisite: POSC 320 or any economics course. Regulation and deregulation of business. Industrial policy. Government taxes and expenditures. Emphasizes national government.

**422 Human Resources Management (3)**

Prerequisite: POSC 320. Civil service and the merit system; recruitment procedures and examinations; position classification, salary structures, retirement plans, in-service training, employee organizations and personnel supervision. Examples and cases from the Criminal Justice field emphasized. Emphasis on themes and topics from Criminal Justice. (Same as CRJU 422)

**423 Gender Issues in Public Management (3)**

Prerequisite: POSC 320. Disparities in public employment related to gender, including leadership, mentoring, recruitment, training, decision-making and discrimination. Attention to topics of current interest, including "sticky floors and glass ceilings," comparable worth and diversity.

**427 Policy-Making: Urban/Metropolitan Issues (3)**

Prerequisite: POSC 100. Policy issues and alternatives in urban and metropolitan problem areas, such as law enforcement, transportation, housing or poverty.

**431T Government and Politics of a Selected Area (3)**

Prerequisite: POSC 100. A systematic analysis of individual nation-states set against the backdrop of history, culture and economic circumstances in each case. May be repeated for credit.

**432 Women and Politics: A Comparative Perspective (3)**

Prerequisite: POSC 100 or equivalent. Relationship between women and politics from an international-comparative point of view. Theory and practice in its examination of the political roles, behavior, perspectives and expectations of women throughout the world.

**434 The Asia-Pacific in World Affairs (3)**

Prerequisite: POSC 100. Comparison of the politics of Japan and China illuminates both similarities and differences in the premises, processes and policies of these two Asian giants.

**435 Civil Disobedience and Social Justice (3)**

(Same as CRJU 435)

**437 Latin American Politics (3)**

Prerequisite: POSC 100. Systematic analysis of government and politics in selected Latin American states. Considers democratization, state structures, relation of politics to economics and alternative theories and approaches to comparative political analysis as applied to a region marked by ethnic and racial diversity.

**438 Western European Democracies (3)**

Prerequisite: POSC 100. Comparative study of the government and politics of Western European democracies, including their cooperation within the European Union. Domestic as well as foreign policies will be analyzed.

**442T Problems in Political Philosophy (3)**

Prerequisite: POSC 340 or 341. Current issues and problems in political philosophy in the context of major global events and trends. See department for exact title and topics in a given semester. May be repeated for credit.

**445 Globalization, Justice and Democracy (3)**

Prerequisite: POSC 340. Examines changing conceptions of democracy and social justice controversies spawned by early 21st century forms of globalization.

**446 Corruption, Ethics and Public Policy (3)**

Prerequisite: POSC 100. Ethical problems that face persons in the public service. Focuses on practical decision-making.

**448 Media and Politics (3)**

Prerequisite: POSC 100. Structure and influence of the media in campaigns and government. Key topics include: the relationship between media and politicians; the use of campaign advertising; and the stature and limits of investigative journalism.

**451T Problems in International Politics (3)**

Prerequisite: POSC 100. Selected problems in contemporary world politics. Topics include international responses to terrorism, China in international affairs, U.S. grand strategy after the Cold War and 9/11. May be repeated for credit.

**456 The National Security Establishment (3)**

Prerequisite: POSC 100. Conflicting theories of national security, the functions of defense and intelligence bureaucracies in foreign and domestic policy making, problems of arms control and the dangers to democratic values and institutions posed by the technology of national security.

**457 Politics of International Economics (3)**

Prerequisite: POSC 100. Link between economics and international politics. Political economy of free trade and imperialism, of neo-colonialism and foreign aid.

**460 The Chicano and Politics (3)**

(Same as CHIC 460)

**461 The United Nations and International Organizations (3)**

Prerequisite: POSC 100. Structure, functions and political processes of the United Nations, various specialized organizations such as the World Bank and regional organizations such as the European Community.

**471 Moot Court: Legal Practicum (3)**

Prerequisites: POSC 375, 473, 474, CRJU 310A/B, 485 or POSC/CRJU 472; open to undergraduates only. Prepares students for competition. Legal research, writing, court strategies and oral argument; civil liberties law, cases and adjudication; appellate court review and amicus brief reading and writing.

**472 The Judicial Process (3)**

Prerequisite: CRJU 300 or POSC 375. Nature, functions and roles of courts. Roles of major participants in the American legal system, including judges, attorneys and citizens. Administration of justice as a system. (Same as CRJU 472)

**473 Introduction to Constitutional Law (3)**

Prerequisite: POSC 100. Role of the courts, presidency, Congress and states within the U.S. constitutional system. Topics include judicial review, presidential impoundment and impeachment, presidential foreign and military powers, regulation of the economy and public morals and congressional investigations.

**474 Civil Liberties (3)**

Prerequisite: POSC 100. Political analysis of case studies in constitutional rights and liberties with particular attention to relationships between the individual and government under the Bill of Rights and the 14th Amendment. Topics include economic regulation, criminal justice, privacy, gender and racial discrimination.



**475 Administrative Law (3)**

Prerequisite: POSC 100. Law as it affects public officials and agencies in their relations with private citizens and the business community. Case materials and regulatory practices.

**476 International Law (3)**

Prerequisite: POSC 100. Introduces the fundamentals or building blocks of international law and covers other selected topics that are traditionally identified as part of public international law.

**478 Urban Planning Principles (3)**

(Same as GEOG 478)

**484 Urban Planning Methods (3)**

(Same as GEOG 484)

**485 Women and Politics (3)**

Prerequisite: POSC 100. Changing political environment and women's role in elected, appointed and other public agencies; issues of particular concern to women, including family issues, comparable worth and other economic issues and political participation. Not applicable for graduate degree credit. (Same as WMST 485)

**492 Prelaw Internship (3)**

Prerequisite: POSC 100. Acquaints students with the legal profession. A supervised working commitment of eight hours weekly with an assigned individual or organization. May be repeated for up to 6 units. (Same as CRJU 492)

**493 Teaching Internship (3)**

Prerequisites: completion of 27 units of Political Science. Integrative overview of American government or of the discipline of Political Science. Classroom instructional activities in freshman and sophomore introductory classes under faculty supervision. Designed for students interested in teaching government/political science.

**494 Honors Tutorial in Politics (1)**

Prerequisites: POSC 100, senior standing and admission to Honors in Political Science. This is the core course for the Honors in Political Science program. Attendance at presentations by political scientists and critiques thereof. The culminating research for the Honors work will be presented in the tutorial.

**497 Internship in Public Administration (3)**

Prerequisite: POSC 320 or 509. Students work 12-20 hours per week as supervised interns in a public agency. Supervision by the faculty and cooperating agency. In addition, a weekly seminar.

**498 Internship in Politics (3)**

Prerequisites: POSC 100, political science concentration and consent of instructor. Students work 8-12 hours per week with elected officials or candidates for elective office. Individual supervision by the faculty and cooperating individuals. Interns meet with instructor by arrangement. May be repeated for credit.

**499 Independent Study (1-3)**

Prerequisite: open to advanced students in political science with consent of department chair.

**501 Political Science Research Design (3)**

Research design, including issues of measurement, design, sampling, experiments, qualitative and quantitative methodologies.

**503 Aging and Public Policy (3)**

(Same as GERO/SOCI 503)

**509 Administrative Organization and Process (3)**

For graduate students in public administration who have not had an introductory course in public administration. Organizational theory and practice, decision-making, systems analysis, performance evaluation and administrative improvement.

**511 Seminar in American Politics (3)**

Prerequisite: consent of instructor. The political process in the United States.

**512 American Political Institutions (3)**

Seminar in American Political Institutions. Covers the Constitution, elections, parties, participation, presidency, and Congress.

**513 American Political Behavior (3)**

Introduces the major issues of American political behavior within the field of political science. Topics include voting behavior, partisanship, elections and unconventional political behavior; empirical analysis of these topics.

**514 Seminar in American Political Development (3)**

Prerequisite: classified graduate standing. Read foundational literature in the field and study the development of America's political system, from the nation's founding through the present, employing diverse emphases and methods.

**519 State and Local Government (3)**

Structure, processes, functions and interrelationships of state and local governments in American society. State, county, municipal and special district government in California as compared with other states.

**521 Seminar in Public Administration Theory (3)**

Concepts, models and ideologies of public administration within the larger political system. Course restricted to students in their final six units of graduate work.

**522 Seminar in Public Personnel Administration (3)**

Topics in public personnel administration.

**523 Administrative Research and Analysis (3)**

Conceptual methods employed in administrative research and analysis: Organization and procedure of surveys, performance evaluation, social impact assessment, computer data analysis and report writing.

**525 Seminar in Metropolitan Area Government (3)**

Prerequisites: a course in basic statistics and POSC 320 or 509. Political and policy issues facing metropolitan America, and the capacity of governmental institutions to handle urban problems.

**526 Administration and Systems Management (3)**

Prerequisites: basic statistics and POCS 320, 309 or GERO 501 (pre- or corequisite). Management-oriented analysis of organizational behavior. Treatments of decision-making, leadership, communication, group dynamics and ethical aspects of organization. Application of theories of administration and systems management to public and volunteer programs and services for older adults, including residential institutions and community programs. (Same as GERO 526).

**528 Seminar in Public Administration and Policy (3)**

Interplay between public policy and program administration in federal government. Discussion of administrators' role in policy development, administrative discretion in implementing policy, use of political resources by administrators.

**529 Seminar in Public Management Analysis (3)**

Application of quantitative techniques to management and planning of public organizations. Topics include network analysis, capacity management, management information systems, productivity measurement, forecasting, cost-benefit analysis, simulation and marketing.

**530 Seminar in Cross-National Politics (3)**

Integration of international relations and comparative politics, emphasizing the interdependence of nations and non-state actors in the world political system.

**539 Seminar in Nonprofit Sector Management (3)**

Prerequisite: Graduate standing. Basic pressures that face nonprofits today, within historical and contemporary contexts. Theories of nonprofit accountability and excellence, practical lessons for managing nonprofits, and broad trends shaping the sector.

**540 Seminar Readings in Political Philosophy (3)**

Foundations of contemporary political science through readings in the classics of political philosophy.

**541 Seminar in Contemporary Political Theory (3)**

Analysis of contemporary trends in the study of politics. Emphasizes behavioral political science, criticisms of it and current empirical approaches to the study of politics.

**551 Seminar in Theories of International Relations (3)**

Prerequisite: graduate student status. Introduction to theories of international relations, including theories of the balance of power, deterrence, arms races, alliances, international organizations, globalization and human rights.

**555 World Order (3)**

Major theoretical debates concerning contemporary international order and strategies for global governance.

**560 Seminar in Administration of Justice (3)**

Development and evaluation of judicial and police administration. Analyzes criminal justice policies, identification of researchable issues and examination of empirical research in the field. Unique properties of criminal justice management compared with public management generally.

**571 Seminar in Public Finance (3)**

Prerequisite: POSC 509. Surveys state and local budgeting and taxes. Local financial management and cost benefit analysis. Emphasizes local government in Southern California.

**572 Seminar in Public Sector Human Resource Management (3)**

Students who have taken POSC 422 for credit on study plan may not also take this course as part of study plan. Political and legal environments of public personnel management, the general and career civil services and political appointment system and introduces students to such personnel functions as selection, position classification, performance evaluation and compensation.

**580 Emergency Management in Public Administration (3)**

Comprehensive review of the state-of-the-art in prevention, warning, evacuation, rescue and recovery systems. Development of public policy relating to land use planning, recovery and issues of liability; intergovernmental relations and effective planning.

**582 Organizational Development and Change (3)**

Prerequisite: POSC 509 or 526. Perspectives and theories on organization change and development. Students will be introduced to a variety of concept skills and tools necessary to achieve organizational goals, deal with change and become a successful change agent. (Same as MGMT 582).

**590T Selected Topics in Political Science (3)**

Detailed examination of a selected new or developing area of political science. Emphasizes relevant literature and preparation and presentation of research papers. May be repeated for credit when covering a different topic.

**597 Project (3-6)**

Prerequisites: consent of instructor and graduate adviser. Culminating experience option for graduate students involving a significant undertaking focusing on applied work related to the student's interests, to be based on a combination of written work, creation of appropriate professional materials and presentations, to include a formal oral defense. May be repeated for maximum of 6 credit units.

**598 Thesis (3-6)**

Prerequisite: consent of instructor.

**599 Independent Graduate Research (1-3)**

Prerequisite: consent of department chair. To be taken only after or concurrent with the completion of the required 15 units of graduate seminars.



# Psychology

College of Humanities and Social Sciences

## DEPARTMENT CHAIR

Jack Mearns

## DEPARTMENT OFFICE/WEBSITE

Humanities 830M

657-278-3514

[hss.fullerton.edu/psychology](http://hss.fullerton.edu/psychology)

## PROGRAMS OFFERED

Bachelor of Arts in Psychology

Minor in Psychology

Master of Arts in Psychology

Master of Science in Psychology  
(Clinical)

## FACULTY

Kristin Beals, Michael Birnbaum,  
Melinda Blackman, Iris Blandon-Gitlin,  
Barbara Cherry, Russ Espinoza, David  
Gerkens, Aaron Goetz, Allen Gottfried,  
Jinni Harrigan, Richard Lipa, William  
Marelich, Jack Mearns, Mindy Mechanic,  
Lisa Mori, Douglas Navarick, Angela  
Nguyen, Nancy Panza, Jessie Peissig,  
Kathleen Preston, Christine Scher,  
Nancy Segal, Eriko Self, Sue Sy, Jennifer  
Trevitt, Laura Zettel-Watson

## INTRODUCTION

Psychology is a science whose central theme is the study of behavior. Psychology involves studying how we interact with one another and our environment. Psychology is practical; it is concerned with improving our quality of life. To achieve these ends, psychologists work in a broad range of research and applied settings. The psychology major is designed to provide a comprehensive overview of the main fields of psychology and the methods used in psychological research. The major is also designed to assist students in selecting elective courses in an area of the students' interest. These specialty areas might include clinical/community, social, developmental/child/aging, industrial/organizational, learning/cognitive, biopsychology/health psychology and legal/forensic psychology. The major provides a basis for careers in a variety of psychology-related occupations, such as mental health agencies, hospitals, schools, businesses and public organizations. The major also prepares students for graduate training in fields such as: psychological research; clinical psychology; marriage, family therapy; teaching; social work; law; business and management; and public administration.

All students who declare psychology as their major should meet with one of the undergraduate advisers (Humanities 830J, 657-278-3102) during their first semester to develop a study plan. Students should also download the Psychology Department Student Handbook and Careers for Psychology Majors from the department website. Early consultation with an adviser is especially important.

Community College Transfer Students: A maximum of nine lower-division units of psychology courses may be applied toward the 41 units required for the psychology major. The nine units must fit the course description requirements listed in this catalog for PSYC 101, 201 and 202. Additional lower-division units taken in psychology at a community college and approved by the university may be used as university electives for graduation.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Psychology:

### Students will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends

- Apply psychological theory to scientific questions and real-world problems

### Students will understand and apply basic research methods, including research design, data analysis and interpretation

- Apply psychological theory to scientific questions and real-world problems
- Manage data and analyze data using appropriate statistical methods

**Students will use critical and creative thinking, skeptical inquiry and the scientific approach**

- Identify appropriate basic research methods to test hypotheses empirically
- Apply psychological theory to scientific questions and real-world problems

**Students will understand and apply psychological principles to personal, social and organizational issues**

- Apply psychological theory to scientific questions and real-world problems
- Analyze psychological research and theory in relation to their own personal development
- Identify how diversity impacts individual and social behavior

**Students will weigh evidence, tolerate ambiguity, act ethically and reflect other values underpinning psychology**

- Find and evaluate relevant literature
- Employ appropriate ethical principles in psychological settings

**Students will demonstrate information competence and the ability to use computers and other technology for many purposes**

- Demonstrate proficient writing skills, including scientific writing in APA style
- Manage data and analyze data using appropriate statistical methods

**Students will communicate effectively**

- Demonstrate proficient writing skills, including scientific writing in APA style

**Students will understand the complexity of sociocultural and international diversity**

- Identify how diversity impacts individual and social behavior

**Students will show insight into their own and others' behavior and mental processes**

- Apply psychological theory to scientific questions and real-world problems
- Analyze psychological research and theory in relation to their own personal development
- Identify how diversity impacts individual and social behavior

**BACHELOR OF ARTS IN PSYCHOLOGY (120 UNITS)**

The Bachelor of Arts in Psychology requires 41 units in the major, which includes experimental and laboratory courses, and electives.

**Lower Division (9 units)**

PSYC 101 Introductory Psychology (3)

PSYC 201 Elementary Statistics (3)

PSYC 202 Research Methods in Psychology (3)

**Upper Division (32 units)**

***Required Courses (23 units)***

*Experimental Psychology (6 units), two of the following:*

PSYC 302 Learning and Memory (3)

PSYC 303 Sensation and Perception (3)

PSYC 304 Comparative Animal Behavior (3)

PSYC 305 Cognitive Psychology (3)

PSYC 306 Biopsychology (3)

*Laboratory (2 units), one of the following:*

PSYC 302L Laboratory in Learning and Memory (2)

PSYC 303L Laboratory in Sensation and Perception (2)

PSYC 304L Laboratory in Comparative Animal Behavior (2)

PSYC 305L Laboratory in Cognitive Psychology (2)

PSYC 306L Laboratory in Biopsychology (2)

*Two of the following (6 units):*

PSYC 331 Psychology of Personality (3)

PSYC 341 Abnormal Psychology (3)

PSYC 351 Social Psychology (3)

PSYC 361 Developmental Psychology (3)

*One of the following (3 units):*

PSYC 311 Educational Psychology (3)

PSYC 317 Psychology and Law (3)

PSYC 362 Psychology of Aging (3)

PSYC 391 Industrial/Organizational Psychology (3)

*Plus the following (6 units):*

PSYC 300 Computer Applications in Psychology (3)

PSYC 495 Field Placement in Psychology (3)

*Elective 300- and 400-Level Courses (9 units)*

Two 300- or 400-level electives in Psychology (6)

One 400-level elective, excluding PSYC 495 and 496 (3)



## Special Requirements

Each course counted toward the major must be completed with a grade of “C” (2.0) or higher. In addition, the overall minimum GPA must be 2.0 or greater for all units attempted in Psychology courses whether the course is counted toward the major or not; whether upper or lower division; or whether taken at Cal State Fullerton or elsewhere. No more than a total of three units of either PSYC 498 or PSYC 499 may be applied toward the major. No more than three units of PSYC 495 may be applied toward the major. PSYC 496 may not be used toward the major, but three units of this course may be counted toward units to graduate from the university. A minimum of 21 units counted toward the major must have been completed in psychology at CSUF.

## Upper-Division Writing Requirement

To satisfy the course component of the university’s Upper-Division Writing Requirement, psychology majors must complete three courses totaling eight units with at least a “C” (2.0). These same courses satisfy a portion of the requirements for the major.

*Lecture/discussion, two of the following:*

- PSYC 302 Learning and Memory (3)
- PSYC 303 Sensation and Perception (3)
- PSYC 304 Comparative Animal Behavior (3)
- PSYC 305 Cognitive Psychology (3)
- PSYC 306 Biopsychology (3)

*Lab, one of the following:*

- PSYC 302L Laboratory in Learning and Memory (2)
- PSYC 303L Laboratory in Sensation and Perception (2)
- PSYC 304L Laboratory in Comparative Animal Behavior (2)
- PSYC 305L Laboratory in Cognitive Psychology (2)
- PSYC 306L Laboratory in Biopsychology (2)

## MINOR IN PSYCHOLOGY (21 UNITS)

### Lower Division (9 units)

- PSYC 101 Introductory Psychology (3)
- PSYC 201 Elementary Statistics (3)\*
- PSYC 202 Research Methods in Psychology (3)

### Upper Division (6 units)

*One of the following (3 units):*

- PSYC 302 Learning and Memory (3)
- PSYC 303 Sensation and Perception (3)
- PSYC 304 Comparative Animal Behavior (3)
- PSYC 305 Cognitive Psychology (3)
- PSYC 306 Biopsychology (3)

*One of the following (3 units):*

- PSYC 331 Psychology of Personality (3)
- PSYC 341 Abnormal Psychology (3)
- PSYC 351 Social Psychology (3)
- PSYC 361 Developmental Psychology (3)

## Electives (6 units)

## Special Requirements

Each course counted toward the minor must be completed with a grade of “C” (2.0) or higher. No more than a total of three units of PSYC 498 or 499 may be applied toward the minor. PSYC 496 may not be used toward the minor, but three units of this course may be counted toward units to graduate from the university. A minimum of 12 units counted toward the minor must have been completed in psychology at CSUF.

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\*Students who complete PSYC 201, or who have completed an articulated community college equivalent, take 6 units of upper-division electives. Alternatively, students may substitute for PSYC 201 a similar course in their major that is approved by the Psychology Department and take 9 units of upper-division electives.

## MASTER OF ARTS IN PSYCHOLOGY (30 UNITS)

The degree program provides advanced coursework and research training in core areas of psychology. Completion of the M.A. can facilitate application to doctoral programs and provide skills important to careers in education, research, the health professions and industry.

## Admission to Graduate Standing – Classified

Students must meet the CSU requirements for admission to a master’s degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants must meet the following requirements:

1. a 3.0 average in psychology coursework;
2. approved lower-division equivalent courses in psychology;
  - Introductory Psychology (e.g., PSYC 101)
  - Elementary Statistics (e.g., PSYC 201)
  - Research Methods in Psychology (e.g., PSYC 202)
3. approved upper-division equivalent coursework, including classes in history of psychology (e.g., PSYC 408) with a “B-” (2.7) or better (if history of psychology is not completed prior to entering the program it may be completed during the program); and advanced statistics (e.g., PSYC 465) with a “B-” (2.7) or better, completed prior to entering or within the first semester. Also, four additional psychology classes completed from the areas below; classes must be from four different areas and one must be a lab class;

- Learning and Memory
  - Cognition/Information Processing
  - Sensation and Perception/Physiological/Biological
  - Social/Personality
  - Abnormal/Clinical
  - Developmental
4. satisfactory performance in the General (Verbal, Quantitative, Analytical) and Advanced Subject/Psychology tests of the Graduate Record Examination (GRE);
  5. three satisfactory letters of recommendation. One must be from a psychology professor;
  6. meet the University's Writing Proficiency Requirement; and
  7. empirical research (outside of coursework) supervised by a professor. This may include independent study, honors thesis, etc.

Admission to the program is based on competitive evaluation of qualifications and is at the sole discretion of the Psychology Department's Graduate Studies Committee. New students are admitted to the Master of Arts program in the fall only. Both the university and department applications must be completed on time for full consideration. The university application must be submitted online.

Departmental application forms may be obtained from [hss.fullerton.edu/psychology/masterofarts.asp](http://hss.fullerton.edu/psychology/masterofarts.asp). The deadline for submitting applications and all supporting materials is March 1.

#### **Admission to Graduate Standing – Conditionally Classified**

It may be possible for an applicant with minimal deficiencies in prerequisite requirements, but who is otherwise highly qualified, to be admitted conditionally to the program. Provisions for the removal of these deficiencies would be outlined as part of the conditional acceptance. Deficiencies must be removed prior to granting classified standing. For further information, consult the graduate program adviser.

#### **Study Plan**

The Master of Arts in Psychology requires approved graduate work, including the completion and acceptance by the department of a written thesis that has been defended orally.

Each student, in consultation with the graduate coordinator, will develop a program of study. This program will be outlined on an official university study plan form and submitted to the department's Graduate Studies Committee for review and approval. To be advanced to candidacy, students must receive a grade of "B-" (2.7) or better on all study plan courses and maintain a 3.0 grade point average overall.

Requirements for the M.A. in Psychology include the following:

#### *500-Level Courses (15 units)*

PSYC 500 Issues and Perspectives in Psychological Research (3)

PSYC 510 Experimental Design (3)

PSYC 599 Independent Graduate Research (3)

Two seminars from PSYC 520T Advanced Topics in Psychological Research (3,3)

#### *400-level Content Courses (9-12 units)*

Three 400-level psychology classes must be completed, each from a separate category:\*

- Applied Research
- Cognitive
- Social/Personality/Industrial
- Clinical
- Developmental
- Quantitative
- Sensory Processes/Physiological/Biological

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\*A list of qualifying classes for each category is available from the psychology graduate office.

#### *Thesis (3-6 units)*

PSYC 598 Thesis Research (3 or 3/3 units)

Students must complete PSYC 500 within their first semester in the program.

Following university regulations, a maximum of five years is normally allowed for completing degree requirements.

### **MASTER OF SCIENCE IN PSYCHOLOGY (60 UNITS) CLINICAL**

The Master of Science program combines training in scientific and applied areas of clinical psychology. It is based on the scientist-practitioner model. It prepares students for professional work in a variety of settings and for doctoral training in academic and professional programs in clinical psychology. The M.S. program provides supervised research and clinical fieldwork experience. It prepares the student for the Marriage, Family Therapy (MFT) and Licensed Professional Clinical Counselor (LPCC) licenses.

The M.S. Program accepts full-time students only. Part-time study is not possible. Students must complete coursework in the prescribed sequence. The program involves intensive fieldwork experience in clinical settings, emphasizing careful supervision, which includes weekly meetings with Psychology Department faculty and off-campus fieldwork supervisors.

#### **Admission to Graduate Standing – Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. Applicants are rarely admitted with less than a 3.0 overall grade-point average. In addition, applicants who meet the following requirements may be considered for classified graduate standing upon development of an approved study plan:

1. a 3.0 grade-point average in psychology;
2. the following courses, or equivalent;

*Lower Division*

PSYC 101 Introductory Psychology (3)

PSYC 201 Elementary Statistics (3)

PSYC 202 Research Methods in Psychology (3)

*Upper Division*

PSYC 341 Abnormal Psychology (3)

PSYC 461 Psychological Testing (3) with a "B-" (2.7) or better (completed prior to admission or within the first semester)

PSYC 465 Advanced Psychological Statistics (3) with a "B-" (2.7) or better (completed prior to admission or within the first year)

3. satisfactory performance on both the General and Advanced Psychology tests of the Graduate Record Examination;
4. three satisfactory letters of recommendation;
5. meet the university's Writing Proficiency Requirement;
6. previous paid or volunteer work in a mental health setting, ideally supervised by a licensed clinician;
7. empirical research (outside of coursework) supervised by a professor. This may include independent study, honors thesis, etc.; and
8. completion of a selection interview.

New students are admitted to the Master of Science program in the fall only. Those admitted will be selected in the spring from the most qualified applicants at the sole discretion of the department's Graduate Studies Committee. An interview of the finalists is required. In addition to the university application, a departmental application form, obtainable at [hss.fullerton.edu/psychology/masterofscience.asp](http://hss.fullerton.edu/psychology/masterofscience.asp), must be completed.

University applications must be submitted online.

The application deadline for submitting all materials, including GRE scores, is March 1. Incomplete applications will not be considered.

### **Admission to Graduate Standing – Conditionally Classified**

It may be possible for applicants who have minimal deficiencies in the prerequisite requirements detailed above, but who are otherwise highly qualified, to be admitted with conditionally classified graduate standing. Provisions must be made for removal of deficiencies prior to the granting of classified standing. For further information, consult the graduate program adviser.

### **Study Plan**

The Master of Science in Psychology requires approved graduate work, including the completion and acceptance by the department of a written thesis that has been defended orally.

Students, in consultation with their program adviser, shall develop a study plan that will be submitted to the Graduate Studies

Committee of the Department of Psychology for approval. To be advanced to candidacy, students must receive a grade of "B-" (2.7) or better on all study plan courses and maintain a 3.0 grade point average overall.

*Core Courses (11 units)*

PSYC 501 Professional and Legal Issues in Clinical Psychology (3)

PSYC 510 Research Design (3)

PSYC 520T Advanced Topics in Psychological Research (3)

PSYC 599 Independent Graduate Research (2)

*Clinical Courses (28 units)*

PSYC 545 Advanced Psychopathology (3)

PSYC 547 Theories of Psychological Intervention (3)

PSYC 548 Psychotherapy Techniques (3)

PSYC 549 Marriage, Family and Child Therapy (3)

PSYC 560 Child and Adolescent Treatment (3)

PSYC 561 Clinical Psychological Assessment (3)

PSYC 568 Substance Abuse (1)

PSYC 569 Cross Cultural Psychology (3)

PSYC 594A Fieldwork (3)

PSYC 594B Fieldwork (3)

*Electives (15 units)*

Elective coursework must be approved by the Graduate Program Coordinator.

*Thesis (6 units)*

PSYC 598 Thesis Research (6)

Successfully completing coursework is not sufficient to permit continuation in the program. In addition, faculty judgment must be satisfied with respect to the student's effectiveness and professional and ethical behavior in dealing with clients. Continuation in the program is contingent upon satisfactory performance in all aspects of the program as judged by the Graduate Studies Committee.

## **PSYCHOLOGY COURSES**

Courses are designated as PSYC in the class schedule.

### **101 Introductory Psychology (3)**

Basic concepts, problems and methods in psychology. Perception, learning, measurement, cognitive processes, development, motivation, personality, abnormal behavior, physiological and social psychology. Research participation required. It is recommended that students satisfy the ELM requirement before enrolling. One or more sections offered online.

### **110 Critical Thinking in Psychology (3)**

Nature of critical thinking, models and strategies; common fallacies of reasoning, self-regulation in the thinking process; application of critical thinking to specific areas.

### **201 Elementary Statistics (3)**

Prerequisites: PSYC 101 and completed ELM requirement. Descriptive statistics, probability, hypothesis testing (t, chi-square, F), sampling distributions of mean and variance, correlation and regression, analysis of variance (one-way, two-way, factorial design), interpreting data. Laboratory applications of statistical software to psychological data. (2 hours lecture, 3 hours laboratory)

### **202 Research Methods in Psychology (3)**

Prerequisites: PSYC 101, 201 and completed ELM requirement, and completion of a General Education (G.E.)-certified college composition course. Fundamentals of psychological research methods. Participation in conducting experiments, analyzing data, interpreting results and writing research reports. (2 hours lecture, 3 hours laboratory)

### **300 Computer Applications in Psychology (3)**

Prerequisites: completion of G.E. math requirement, PSYC 101, 201, 202. General introduction to the use of computers in psychology. Selection and use of application programs in research, statistics and testing will be emphasized. One or more sections offered online.

### **302 Learning and Memory (3)**

Prerequisites: PSYC 101, 201, 202. Students taking PSYC 302L concurrently must also have completed PSYC 300. Theories and research in classical and operant conditioning, verbal learning, concept learning and processes of memory that underlie encoding, storage, retrieval and forgetting of information.

### **302L Laboratory in Learning and Memory (2)**

Prerequisites: PSYC 101, 201, 202, 300. Pre- or corequisite: PSYC 302. Application of research methods to the study of topics in learning and memory. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports required. (4 hours of laboratory).

### **303 Sensation and Perception (3)**

Prerequisites: PSYC 101, 201, 202. Students taking PSYC 303L concurrently must also have completed PSYC 300. Anatomical, neuroscientific and behavioral aspects of sensation and perception, mainly in humans. Covers all five senses: vision, hearing, touch, taste and smell.

### **303L Laboratory in Sensation and Perception (2)**

Prerequisites: PSYC 101, 201, 202, 300. Pre- or corequisite: PSYC 303. Empirical research will be designed, conducted, analyzed and interpreted in the context of existing theories and findings in the areas of sensation and perception. Written research reports required. (4 hours of laboratory).

### **304 Comparative Animal Behavior (3)**

Prerequisites: PSYC 101, 201, 202. Students taking PSYC 304L concurrently must also have completed PSYC 300. Human behavior in comparison with other animal species within an evolutionary context, including behavior genetics, sensory systems, development, communications, parental behavior, mating strategies, aggression and social organizations.

### **304L Laboratory in Comparative Animal Behavior (2)**

Prerequisites: PSYC 101, 201, 202, 300. Pre- or corequisite: PSYC 304. Laboratory and field studies in animal behavior. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports and field trips to local zoos required. (4 hours of laboratory).

### **305 Cognitive Psychology (3)**

Prerequisites: PSYC 101, 201, 202. Students taking PSYC 305L concurrently must also have completed PSYC 300. Overview of current theories and research in cognitive psychology, cognitive neuroscience and cognitive science. Topics include perception and attention, imagery, memory, language, creativity, problem solving, reasoning and decision making. One or more sections offered online.

### **305L Laboratory in Cognitive Psychology (2)**

Prerequisites: PSYC 101, 201, 202, 300. Pre- or corequisite, PSYC 305. Application of theoretical and experimental principles and findings in cognitive psychology. Empirical research will be designed, conducted, analyzed, interpreted and presented. Written research reports required. One or more sections offered online. (4 hours of laboratory).

### **306 Biopsychology (3)**

Prerequisite: PSYC 101, 201, 202. Students taking PSYC 306L concurrently must also have completed PSYC 300. Topics in biopsychology, including anatomy of nervous system, neural activity, neurotransmitters, the synapse, sensory and motor systems, biological motives for eating, drinking, sexual reproduction and sleep, neurology of brain damage and mental illnesses, and drug effects/addiction in the brain.

### **306L Laboratory in Biopsychology (2)**

Prerequisites: PSYC 101, 201, 202, 300. Pre- or corequisite: PSYC 306. The mammalian brain. Empirical research in biopsychology will be designed, conducted, analyzed and interpreted. Written research reports required. (4 hours of laboratory).

### **310 Psychology of Gender (3)**

Prerequisites: PSYC 101. Psychological research, theories and issues related to gender differences and similarities, emphasizing psychological characteristics and problems of women and men, and on relationships between and within genders.



**311 Educational Psychology (3)**

Prerequisite: PSYC 101. Application of psychological research and theory to educational processes, including learning, motivation, individual differences, teaching methods and evaluation. Recommended for those interested in teaching careers.

**312 The Psychology of Human Sexual Behavior (3)**

Prerequisite: PSYC 101. Topics in human sexual behavior integrating biological, social, clinical and developmental aspects of sexuality. Surveys and statistics of sexual behavior, sexual orientation, gender identity, sexual variations, causes and treatment of sexual dysfunctions. Legal, moral and social issues.

**317 Psychology and Law (3)**

Prerequisite: PSYC 101. Impact of social scientific evidence on the legal system. Issues and cases related to the death penalty, memory as evidence, police interrogations and false confessions, jury decision-making, pretrial publicity, detecting deception and the insanity defense.

**322 Psychology of African Americans (3)**

(Same as AFAM 322)

**331 Psychology of Personality (3)**

Prerequisite: PSYC 101. Research, theory and assessment techniques in the area of personality. One or more sections offered online.

**341 Abnormal Psychology (3)**

Prerequisite: PSYC 101. Symptoms, causes, treatment and prevention of mental problems; anxiety disorders, personality disorders, psycho-physiological disorders, psychoses, substance use disorders, sexual disorders and organic disorders. One or more sections offered online.

**346 Asian American Psychology (3)**

(Same as ASAM 346)

**351 Social Psychology (3)**

Prerequisite: PSYC 101. How people think about, influence and relate to one another. Topics include social perception and cognition, attitudes and attitude change, attraction, altruism, aggression, interpersonal influence and group processes.

**361 Developmental Psychology (3)**

Prerequisite: PSYC 101. Theories, methods and research findings regarding physical, cognitive and psychosocial human development, including such topics as perception, learning, intelligence and personality.

**362 Psychology of Aging (3)**

Prerequisite: PSYC 101. Characteristics of humans during the adult years. Topics include physical, intellectual, cognitive, personal, social and psychological development, vocational and family changes, retirement and death.

**371 Evolutionary Psychology (3)**

Prerequisite: PSYC 101. Evolutionary origins and function of human behavior and psychology. Applying evolutionary perspectives to a broad range of topics, including cooperation, conflict, mating strategies, social exchange, jealousy and parenting.

**391 Industrial/Organizational Psychology (3)**

Prerequisite: PSYC 101. Human behavior in the workplace. Traditional and current psychological principles applied to industrial, organizational and business settings. Selection, placement, training, work motivation, human factors, environmental influences, leadership, work stress, workplace violence, organizational communication, organizational development and consumer behavior.

**408 History of Psychology (3)**

Prerequisites: one of the following: PSYC 302, 303, 304, 305 or 306; and two of the following: PSYC 331, 341, 351, 361. Development of psychology from early times to the present; major traditions and conceptual issues.

**414 Cognitive Neuroscience (3)**

Prerequisites: PSYC 305 and 306, or consent of instructor. Human cognitive behavior as a brain-based activity: Methodology of Cognitive Neuroscience, functional neuroanatomy and their relationships to perception, attentional encoding and control mechanisms, memory, emotion, language and consciousness.

**415 Cognitive Processes (3)**

Prerequisite: PSYC 302, 303 or 305. Advanced treatment of theory and research in such topics as attention, pattern recognition, memory, knowledge representation, language, decision-making, judgment, reasoning and problem solving.

**417 Psycholinguistics (3)**

Prerequisite: six hours of upper-division work in psychology or linguistics. Theory and research on the psychological processes that make possible language acquisition and use. Three major concerns are: comprehension of spoken and written language; speech production; and language acquisition. (Same as LING 417)

**421 Psychology of Immigration (3)**

Prerequisites: Nine hours of upper-division psychology coursework. Psychological theory and research on the topic of immigration. Impact of immigration on individual development and family functioning in immigrants from a variety of ethnic backgrounds.

**430 A Social Psychological Study in Ethnic Minority Behavior (3)**

(Same as AFAM 430)

**431 Theories of Personality (3)**

Prerequisite: PSYC 331. Traditional and contemporary theories of personality, including psychoanalytic, humanistic-existential, behavioral, trait and social interaction approaches.

**456 The Psychological Study of Lesbian, Gay and Bisexual Experiences (3)**

Prerequisites: PSYC 101 and three upper-division psychology courses. Introduces the scientific study of individuals who identify as lesbian, gay or bisexual. Major themes include: identity development and disclosure; social and gender roles; stigma; minority stress; same-sex relationships; and parenting.

**461 Psychological Testing (3)**

Prerequisites: PSYC 201, 202, 300 and senior status (completion of 90 or more units). Intelligence, aptitude, interest and personality testing. Theory, construction, evaluation, interpretation and uses of psychological tests.

**462 Advanced Psychology of Aging (3)**

Prerequisite: PSYC 362 or graduate standing. Concepts and controversies in the field of gerontological psychology and the societal implications of an aging population. Review and analyze current literature, focusing on the physiological, psychological and social changes that accompany old age. (Same as GERO 462)

**464 Advanced Developmental Psychology (3)**

Prerequisites: PSYC 202, CAS 301, 312 or PSYC 361. Review and analyze major theoretical, empirical and applied issues in developmental psychology.

**465 Advanced Psychological Statistics (3)**

Prerequisites: PSYC 201, 202 and 300. General linear model, regression, analysis of variance techniques and applications to research design and evaluation of data.

**466 Advanced Social Science Computer Applications (3)**

Prerequisites: PSYC 201 and 300 or equivalent. Advanced computer applications focusing on topics such as web page development, data analysis, graphing, data bases and online experimentation and data collection.

**467 Multivariate Statistics for Psychology (3)**

Prerequisite: PSYC 465. Multivariate analysis of variance, profile analysis, discriminate analysis, factor analysis, cluster analysis, multidimensional scaling, introduction to structural equations and hierarchical linear models, and applications to psychological research.

**473 Sleep, Dreams, and Behavior (3)**

Prerequisites: PSYC 306, 331, 341. Role of sleep and dreams in controlling awake behavior. Topics include historical views/theories, the neurobiology of sleep and dreams, sleep-wake schedules, sleep disorders, and their relationships to cognitive, personality and psychopathology.

**474 Health Psychology (3)**

Prerequisites: PSYC 101 and completion of nine units of upper-division psychology courses. Role of psychology in prediction, prevention and treatment of medical disorders, including stress and illness, psycho-neuro-immunology, psychological aspects of chronic illnesses, behavioral medicine, physician-patient dynamics.

**475 Psychopharmacology (3)**

Prerequisites: PSYC 306 and 341. Basic neurophysiological principles of pharmacokinetics and pharmacodynamics that underlie the effects of drugs on experience and behavior. Recreational drugs and abused drugs that can contribute to psychological disorders. Psychological, medical and social implications of pharmacotherapy.

**480M MARC Proseminar (1)**

(Same as BIOL 480M)

**481 Survey of Clinical Psychology (3)**

Prerequisite: PSYC 341. Methods, diagnosis, therapeutic techniques, research, educational requirements, professional requirements, ethics, graduate school preparation, choosing graduate programs.

**495 Field Placement in Psychology (3)**

Prerequisites: nine units of 300-level psychology courses completed at CSUF by the time of course registration, and 2.0 GPA in psychology courses. Supervised experience in which psychological principles or methods are applied in a fieldwork setting. Mandatory class meetings to discuss and write about experiences of integrating psychological theory with practice. Required of majors. One or more sections offered online. May be repeated once for credit.

**496 Student-to-Student Tutorials (1-3)**

Consult "Student-to-Student Tutorials" in this catalog for more complete course descriptions.

**498 Directed Empirical Research (1-3)**

Prerequisites: completion of one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual laboratory investigation under direction of a faculty member. No more than three units of credit toward the major.

**499 Directed Library Research (1-3)**

Prerequisites: completion of at least one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual library study under direction of a faculty member. No more than three units of credit toward the major.

**500 Issues and Perspectives in Psychological Research (3)**

Prerequisites: admission to the psychology graduate program and consent of instructor. Current theoretical, professional and methodological issues in psychology.

**501 Professional and Legal Issues (3)**

Prerequisite: admission to the M.S. Psychology (Clinical) program. Introduction to methodological, ethical and legal issues in the field of Clinical Psychology.

**510 Research Design (3)**

Prerequisites: PSYC 201, 465 and admission to a psychology graduate program. Principles and methods of planning and carrying out systematic psychological research, interdependence of research design and statistical evaluation of results. Practice in formulation of testable hypotheses.

**520T Seminar: Advanced Topics in Psychological Research (3)**

Prerequisite: admission to a psychology graduate program. Content of seminar may vary each semester. A topic is selected for in-depth study from one or more specialty areas within the field of psychology. May be repeated for credit.

**545 Advanced Psychopathology (3)**

Prerequisites: PSYC 341 or equivalent and admission to either the M.S. Psychology (Clinical) program or the M.A. Psychology program. In-depth study of diagnosis, etiology theories, research and prevention of adult and child psychopathology.

**547 Theories of Psychological Intervention (3)**

Prerequisite: admission to M.S. Psychology (Clinical) program. In-depth coverage of psychotherapy. Principle theoretical approaches covered are: psychodynamic, humanistic, and behavioral/cognitive behavioral.

**548 Psychotherapy Techniques (3)**

Prerequisite: satisfactory completion of first semester of M.S. Psychology (Clinical) program. Skills course in conducting diagnostic interviews and basic therapeutic techniques. Role playing and video feedback. (2 hours lecture, 3 hours laboratory)

**549 Marriage, Family and Child Therapy (3)**

Prerequisite: completion of first year in M.S. Psychology (Clinical) program. Marriage, family and child therapy: theory, techniques and research.

**550 Group Psychotherapy (3)**

Prerequisite: admission to M.S. Psychology (Clinical) program. Role of interpersonal learning and communication in behavior change and skill development in group psychotherapy. Lecture, discussion, role plays and videos will focus on psychoeducational groups in an ethical and diversity-sensitive framework.

**560 Child and Adolescent Treatment (3)**

Prerequisite: satisfactory completion of the first semester of the M.S. Psychology (Clinical) program. Specific therapy techniques, including behavioral, and general approaches to the treatment of children and adolescents.

**561 Clinical Psychology Assessment (3)**

Prerequisites: PSYC 461 and admission to the M.S. Psychology (Clinical) program. Theory, administration, scoring and interpretation of measures of intelligence and objective personality inventories.

**568 Substance Abuse (1)**

Prerequisite: admission to the graduate program. Impact of alcoholism and drug abuse on the individual, family and community; clinical skills in the diagnosis and treatment of substance abuse; and research on diagnosis and outcome.

**569 Cross-Cultural Psychology (3)**

Prerequisites: PSYC 545, 547. In-depth study of cross-cultural issues as they apply to clinical psychology, specifically psychotherapy. Practical, research and theoretical issues.

**594A Fieldwork (3)**

Prerequisite: satisfactory completion of first year's work in the M.S. Psychology (Clinical) program. Supervised clinical work in mental health agencies. Must be taken for a letter grade (may be repeated by third-year students; repetition will not count toward study plan units and should be taken credit/no credit). (Minimum of 12 hours field experience per week.)

**594B Fieldwork (3)**

Prerequisite: satisfactory completion of first year's work in the M.S. Psychology (Clinical) program. Supervised clinical work in mental health agencies. Must be taken for a letter grade (may be repeated by third-year students; repetition will not count toward study plan units and should be taken credit/no credit). (Minimum of 12 hours field experience per week.)

**598 Thesis Research (3 or 6)**

Prerequisites: formal advancement to candidacy and consent of instructor. Supervised individual major research project, written as a thesis and presented and defended successfully to a faculty thesis committee.

**599 Independent Graduate Research (1-3)**

Prerequisites: admission to a psychology graduate program and consent of instructor. Empirical research in a selected area of psychology. Designed, conducted and written by the student with the collaboration of a member of the faculty. May be repeated for credit.



# Public Administration

College of Humanities and Social Sciences

## INTRODUCTION

Public Administration trains people to become managers in government and nonprofit organizations. It draws on literature from political science, psychology, economics, business and sociology to provide students with skills that will make them more effective public sector leaders. It is concerned with the role played by public employees in policy-making, planning, personnel management, taxation and finance, and in responding to the needs and problems of communities and the nation.

A major in Public Administration features focused study and preparation for service in public agencies or in nonprofit organizations. Public administration majors study the larger political environment of public service and the concepts and goals that underline such functions as budgeting, personnel, policy analysis and management. Students without professional public service backgrounds gain experience through the government internship.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Public Administration:

### Knowledge

- Understand and use factual knowledge about the role and function of the public and nonprofit sectors of society, including understanding the role of the administrative function in political systems
- Acquire factual knowledge of the role of personnel administration, public budgeting and finance in the creation and implementation of public policy
- Understand the role of public administration professionals as participants in the creation and implementation of public policy
- Understand models of politics and governance as they relate to the role of administrative agencies and processes, particularly their role in democratic systems

### Experience

- Be provided with the opportunity, through internships, to experience public administration directly

### Skills

- Develop skills in acquiring, analyzing and assessing information in public and nonprofit settings
- Be able to think and write clearly, critically and intelligently about public administration

## DIVISION OF POLITICS, ADMINISTRATION AND JUSTICE

### DIVISION CHAIR

Stephen Stambough

### DEPARTMENT OFFICE/WEBSITE

University Hall 511

657-278-3521

[hss.fullerton.edu/paj](http://hss.fullerton.edu/paj)

### PROGRAMS OFFERED

Bachelor of Arts in Public Administration

Minor in Public Administration

Master of Public Administration

Concentrations:

Human Resources

Public Finance Management

Urban Management

Criminal Justice

### FACULTY

Michelle Arsneault, Jackie Filla, Sarah

Hill, Myung Jung Kwon, Paul Peretz,

Samuel Stone, Yuan Ting, Justin Tucker



## INTERNSHIPS

The division offers a variety of internships. Each one involves students working in an agency or political organization, and meeting in an on-campus seminar to discuss and analyze their experiences. The internship in Public Administration is POSC 497 and is required of all majors without public service administrative experience.

## BACHELOR OF ARTS IN PUBLIC ADMINISTRATION (120 UNITS)

The Bachelor of Arts in Public Administration requires 39 units of political science and public administration, all in upper-division. In addition, nine upper-division units are required in related disciplines, such as American studies, anthropology, criminal justice, economics, geography, history, philosophy, psychology, sociology and statistics. Work in related fields must be approved in writing by one of the department's undergraduate advisers.

### Core Requirements (9 units)

POSC/CRJU 320 Introduction to Public Management (3)

POSC 421 Government and the Economy (3)

POSC/CRJU 422 Human Resources Management (3)

### Computer Applications and Statistics Requirements (6 units)

POSC 321 Research in Public Management (3)

POSC 407 Polls, Statistics and Political Interpretation (3)

### Urban and Public Policy Requirements (9 units)

POSC 300, 309, 315, 322, 403, 408, 411, 427, 446, 456, 475

### Internship Requirement (3 units)

POSC 497 Internship in Public Administration (3)

May be waived for students who have administrative experience in the public sector.

### Electives (12 units; 15 units if Internship Requirement is waived)

MGMT 441

POSC 352, 375, 416, 461, 473, 474, 476

POSC/AFRO 317

POSC/CHIC 460

POSC/CRJU 404, 472

POSC/GEOG 478, 484

Other courses with consent of an adviser.

### Related Fields (9 upper-division units)

Students must complete nine units in related disciplines such as American studies, anthropology, criminal justice, economics, geography, history, philosophy, psychology, sociology or others as approved by an undergraduate adviser. Appropriate G.E. courses may be applied.

## Writing Requirement

Majors must successfully complete POSC 421 and POSC/CRJU 422 to satisfy the upper-division writing requirement. A "C" (2.0) or better is required.

## MINOR IN PUBLIC ADMINISTRATION (18 UNITS)

Students must take POSC/CRJU 320 and 411, 421 or 422, and 12 additional units. Three of the 12 may be lower-division (e.g., POSC 100 or 200) and nine must be at the 300/400 level including at least one of POSC 300, 309, 315, 403, 411, 416, 421, 422, 427, 446, 448, 472, 473, 474, 475, 478 or 484.

## MASTER OF PUBLIC ADMINISTRATION (39 UNITS)

This professional degree is designed to disseminate the knowledge and skills needed for efficient and effective government. The program acquaints the student with the theoretical and practical skills needed to improve the practice of governmental management. It also prepares one to cope with the ethical and moral dimensions of the contemporary policy maker. Career guidance, working experience and placement are important components of the program.

### Admission to Graduate Standing – Conditionally Classified

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants may be conditionally classified with a grade-point average of at least 2.75 in the last 60 semester units attempted

### Graduate Standing – Classified

A student who meets the above requirements may become a classified student if all following conditions are met:

1. Completes a minimum of 12 semester units of undergraduate coursework in the social sciences or business, six semester units of which must have been upper-division level. At least one of the courses must have been in economics. Upon recommendation of the public administration faculty, suitable practical experience may be substituted for a maximum of six units of the social science/business requirement;
2. completes a one-semester course in basic statistics;
3. satisfies at least one of the following GPA conditions:
  - At least a 3.25 in the undergraduate major and 2.75 in the last 60 units
  - Between 2.75 and 3.24 in the undergraduate major, 2.5 in the last 60 units, and at least 1000 combined score (vocabulary and math) on the General Test of the Graduate Record Exam
  - Between 2.75 and 3.24 in the undergraduate major, 2.75 in the last 60 units, and quality professional experience as evaluated by the M.P.A. coordinator based on job description, resume, two letters of reference and four years of professional administrative service

- At least a 2.75 in the last 60 semester units and completion of the first 12 units of adviser-approved coursework in this program with a grade-point average of 3.25;
- 4. scores a minimum of 570 on the TOEFL (international students); and
- 5. approval of a study plan through consultation with the M.P.A. coordinator.

### **M.P.A. Study Plan**

The degree study plan requires adviser-approved coursework. Three units of internship may be included in the total. the study plan must meet the following requirements:

- Core Courses (18 -24 units)
  - POSC 497 Internship in Public Administration (3) (required if no previous public sector administrative working experience)
  - POSC 509 Administrative Organization and Process (3) (required if no previous introductory course in public administration taken within the past three years)
  - POSC 521 Seminar in Public Administration Theory (3)
  - POSC 523 Administrative Research and Analysis (3)
  - POSC 526 Administration and Systems Management (3)
  - POSC 571 Seminar in Public Finance (3)
  - POSC 572 Seminar in Public Sector Human Resources Management (3)
- One of the following – POSC 519, 525, 528
- Successfully pass a written comprehensive examination, or, with the approval of their concentration and M.P.A. adviser, choose either POSC 597 (project) or POSC 598 (thesis) in lieu of the comprehensive examination. The project and thesis each earn three units of coursework and include a final oral defense
- A minimum of half the units must be completed at the 500-level
- No more than nine units of postgraduate coursework taken prior to classified standing may be applied to the master's degree program

### **Criminal Justice Concentration**

*In addition to the required core courses, take:*

POSC 560 Seminar in Administration of Justice (3)

*Two of the following:*

POSC 404, 405, 519, 525, 580

Adviser-Approved Electives (6-12 units)

### **HUMAN RESOURCES CONCENTRATION**

In addition to the required core courses, two of the following:

MGMT 441, 542

POSC 475, 522, 582

Adviser-Approved Electives (6-12 units)

### **Public Finance Management Concentration**

In addition to the required core courses, two of the following:

ECON 461, 516

POSC 421, 529

Adviser-Approved Electives (6-12 units)

### **Urban Management Concentration**

If not taken as a core course, take POSC 525

*One or both of the following:*

GEOG 478 Urban Dynamics and Planning (3)

GEOG 484 Urban Planning Methods (3)

Two of the following: (Only one if taking GEOG 478 and 484)

ENST 595T

GEOG 488

POSC 427, 519, 529, 580

Adviser-Approved Electives (6-12 units)

### **PUBLIC ADMINISTRATION COURSES**

Courses are designated as POSC (Political Science) in the class schedule. Please refer to the Political Science Department catalog section for course numbers and descriptions.



# Radio-TV-Film

College of Communications

## DEPARTMENT CHAIR

Edward Fink

## DEPARTMENT OFFICE/WEBSITE

College Park 650-7

657-278-7883

[communications.fullerton.edu/  
departments/rtvf](http://communications.fullerton.edu/departments/rtvf)

## PROGRAMS OFFERED

Bachelor of Arts in Radio-TV-Film

Minor in Radio-TV-Film

Master of Fine Arts in Screenwriting

## FACULTY

Robert Davis, Riccardo de los Rios, Bob Engels, Edward Fink, Jacqueline Frost, Shelley Jenkins, Tim Maloney, Gloria Monti, Heather Osborne-Thompson, Philippe Perebinossoff, Ari Posner, Julie Selbo, Rebecca Sheehan, Larry Ward

## INTRODUCTION

**Mission** – The Department of Radio-TV-Film at California State University, Fullerton (CSUF), offers a comprehensive curriculum and active learning environment to prepare students for meaningful careers in film and telecommunication – broadcast, cable, satellite, wireless, digital and interactive media.

**Curriculum** – The Bachelor of Arts degree includes a variety of courses in critical studies, industry studies, production and writing that examine many aspects of the electronic media and cinema.

The Master of Fine Arts degree is an intensive, two-year program focusing on writing for film, television and other narrative media, and includes courses to prepare students to enter the professional film and television community.

**People** – Professionally engaged faculty and staff challenge students to expand their knowledge and skills through intellectual inquiry and creative projects, encouraging them to become critical lifelong learners and ethical media content creators and consumers.

Radio-TV-Film is one of three departments in the College of Communications providing access to the vibrant and media-rich Orange County and Los Angeles Basin.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

### Bachelor of Arts in Radio-TV-Film

The following goals and learning outcomes have been established for students pursuing a bachelor of arts degree in Radio-TV-Film:

#### *Critical thinking, research, and analysis*

- Apply critical thinking, research, and analysis to accomplish professional and personal goals

#### *Professional practice*

- Demonstrate skills and knowledge for entry into professional practice

#### *Writing proficiency*

- Demonstrate writing proficiency appropriate to the entry level of professional practice

#### *Equipment and technologies*

- Demonstrate effective use of equipment and technologies appropriate to the entry level of professional practice

#### *Theoretical concepts*

- Apply effectively appropriate concepts and theories of film and/or the electronic media

#### *Diversity sensitivity*

- Demonstrate sensitivity to diversity in all areas of the film and electronic media

### *Historical, legal and ethical issues*

- Demonstrate a basic knowledge of historical, legal, and ethical issues

### **Master of Fine Arts in Radio-TV-Film**

The following goals and learning outcomes have been established for students pursuing a master of fine arts degree in Radio-TV-Film:

#### *Writing skills*

- Strengthen and apply advanced writing skills in both craft and creativity

#### *Portfolio*

- Demonstrate a mastery of story concepts and writing proficiency across a portfolio of different screenplays, including feature films, teleplays, and the like

#### *Film history, theory and criticism*

- Know film and television history, theory, and criticism and how these shape the industry

#### *Professional life*

- Comprehend the professional life of a screenwriter and its demands and opportunities

#### *Ethical decisions and diversity*

- Analyze and evaluate issues to make ethical decisions in this competitive field, including sensitivity to diversity and globalization.

#### *CSUF profile and networking*

- Formulate contacts in the professional community to establish an ongoing network

### **BACHELOR OF ARTS IN RADIO-TV-FILM (120 UNITS)**

The Bachelor of Arts degree in Radio-TV-Film (RTVF) requires 36 units in the major, including five RTVF core courses and seven RTVF elective courses. Additionally, four courses are required as collateral electives, either within RTVF or approved courses in other departments. A minor or double major also meets this collateral requirement.

#### **Required Core Courses (12 units)**

RTVF 100 Introduction to Radio-TV-Film (3)  
RTVF 300 Language of Film (3)  
RTVF 350 Story Structure (3)\*  
RTVF 495 Internship in RTVF (3)

### **Critical Studies Course (3 units)**

RTVF 301 Critical Studies: Film (3)  
OR RTVF 302 Critical Studies: TV (3)

### **Electives (21 units minimum)**

Course options for electives are listed on the department website at [communications.fullerton.edu/departments/rtvf](http://communications.fullerton.edu/departments/rtvf). Please verify course choices with faculty.

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\* Meets upper-division writing requirement for Radio-TV-Film majors.

### **MINOR IN RADIO-TV-FILM (21 UNITS)**

RTVF 100 Intro to Radio-TV-Film (3)

RTVF 300 Language of Film (3)

RTVF 350 Story Structure (3)

RTVF 301 Critical Studies: Film (3)

OR RTVF 302 Critical Studies: TV (3)

Plus three courses (9 units) from the RTVF elective checklist.

See department website at [communications.fullerton.edu/departments/rtvf](http://communications.fullerton.edu/departments/rtvf) for a listing of these courses.

### **MASTER OF FINE ARTS IN SCREENWRITING (42 UNITS)**

The Master of Fine Arts in Screenwriting in Radio-TV-Film is a two-year program consisting of 14 courses. Of these, 10 are devoted to scriptwriting and four relate to the professional industry. The program culminates with a portfolio of master-level scripts.

RTVF 480 Management in RTVF (3)

RTVF 512 American Television History (3)

RTVF 515 Film Theory and Criticism (3)

RTVF 520 Advanced Scene Study (3)

RTVF 550 Story Structure and Draft (3)

RTVF 551 Sitcom Writing: Spec and Draft (3)

RTVF 552 One-Hour Drama: TV Spec and Pilot (3)

RTVF 553T Genres for Writers (3)

RTVF 555 First Draft Screenplay (3)

RTVF 556 Screenplay: Rewrite (3)

RTVF 562 Media Literacy and Ethics (3)

RTVF 580 Writing Project #1 (3)

RTVF 581 Writing Project #2 (3)

RTVF 597 Final Project (3)



## **RADIO-TV-FILM COURSES**

Courses are designated as RTVF in the class schedule.

### **100 Introduction to Radio-TV-Film (3)**

Overview of the history, structure and function of the radio, TV and film industry. Includes current issues, relevance to society, employment options and other topics. One or more sections offered online.

### **210 Introduction to Audio Production (3)**

Foundational theory and practice of audio production as it pertains to radio, TV and film. Covers broadcasting, recording, editing and mixing. Emphasizes aesthetics and techniques to ensure high quality sound. Uses a digital lab. (2 hours discussion, 3 hours laboratory)

### **220 TV Studio Production (3)**

Introduction to multiple-camera, live-recorded, television studio production. Theory and practice of producing programs live. Students crew all positions, including writer, producer, director, assistant director, lighting director, floor manager, camera operator, video switcher, audio engineer, video engineer, recording engineer and graphics operator. (2 hours discussion, 3 hours laboratory)

### **225 Production for Non-Production Track (3)**

Introduction to single-camera video production designed for non-production majors. Theory and practice of producing projects on location. Preproduction, production and post-production using digital cameras and nonlinear editing. Students crew productions, including writer, producer, director, videographer, sound recorder and editor. (2 hours discussion, 3 hours laboratory)

### **250 Writing Short Scripts (3)**

Prerequisite: ENGL 101. Techniques for writing short-form scripts for film and video. Analysis of short films in relation to script-writing concepts. Develop and critique student-written short scripts.

### **271 American Film 1: Beginnings – 1945 (3)**

History of American film and film style from the beginnings to 1945. Relation to socio-historical, economic, political, cultural, artistic and technological contexts.

### **272 American Film 2: 1945 – Present (3)**

History of American film and film style from the post-war period to modern times. Relation to socio-historical, economic, political, cultural, artistic and technological contexts.

### **300 Language of Film (3)**

Prerequisite: completion of G.E. Category A.3. Visual and syntactic components of the motion picture. Detailed analysis of frame, line, space, shape, image size, movement, tone, color and structuring of visual images. One or more sections offered online.

### **301 Critical Studies: Film (3)**

Formal film analysis in terms of filmic and stylistic elements. How films produce meanings.

### **302 Critical Studies: TV (3)**

Prerequisite: completion of G.E. Category A.3. Formal structures (formats, narratives, genres) and styles of American television. How the medium makes its meanings.

### **310 Advanced Audio Production (3)**

Prerequisite: RTVF 210. Advanced audio projects for radio, TV, film and the internet, including digital storage and distribution. Complete the audio production process, from pre-production through postproduction, applying aesthetic concepts and hands-on skills. (2 hours discussion, 3 hours laboratory)

### **315 Live Radio Production (3)**

Prerequisite: completion of G.E. Category A.1. Concepts and techniques of live radio production. Produce weekly, two-hour, live radio talk shows with segments. Includes all aspects and positions: planning, writing, producing, interviewing, promoting, engineering, recording, hosting and the like. (2 hours discussion, 3 hours laboratory)

### **325 Video Production 1 (3)**

Prerequisite: RTVF 300. Essentials of shot design, coverage, editing and sound for production students. Planning, directing, shooting, picture editing, and sound capturing and editing for various short narrative projects. (2 hours discussion, 3 hours laboratory)

### **341 Film-TV Industry (3)**

Prerequisite: completion of G.E. Category C.2. Analyzing, decoding and evaluating how film, television, radio and the Internet function. Multiple topics related to creating motion, image and sound media, including development, contracts, agents, applied legal concerns, professional issues, pre-production through distribution and more.

### **350 Story Structure (3)**

Prerequisites: ENGL 101. Analysis and development of script structure and viable, narrative story elements. Covers acts, scenes, premises, conflict, plots, characters, action, etc. Write critical analyses of professional scripts and author own treatments. Meets upper-division writing requirement for RTVF majors. One or more sections offered online.

### **351 TV Scriptwriting: Sitcom (3)**

Prerequisite: RTVF 350. Theory, principles and practice of writing for situation comedies. Analyze scripts, study program episodes and develop and write an original story and spec script for a current half-hour, prime-time sitcom. Meets upper-division writing requirement for RTVF majors.

### **352 TV Scriptwriting: Drama (3)**

Prerequisite: RTVF 350. Theory, principles and practice of writing for episodic television dramas. Analyze scripts, study program episodes and develop and write an original story and spec script for a current one-hour, prime-time TV drama. Meets upper-division writing requirement for RTVF majors.

### **353T Genres for Writers (3)**

Prerequisite: RTVF 350. Film genres, classic to revisionist and their evolution and hybridization. How a screenwriter can implement and benefit from understanding film genre components. May be repeated up to two times for credit.

### **360 Radio and TV Programming (3)**

Prerequisite: completion of G.E. Category C.2. Purposes, philosophies and methods of obtaining, developing, launching, scheduling and evaluating programming for electronic media. Covers commercial radio and TV networks and stations, cable TV, public radio and TV, direct broadcast satellite and the internet.

### **361 American TV (3)**

Prerequisite: completion of G.E. Category C.1. Critical examination of the history of American television programming. Analysis of TV shows in the context of changing trends and influences in the industry.

### **365 Children's TV (3)**

Prerequisite: completion of G.E. Category D.1. Research and literature on effects of television on children. Historical and contemporary aspects of children's TV issues, including advertising, violence, stereotyping and education. How children's TV producers use concepts related to children to design material for them.

### **370 World Cinema (3)**

Prerequisite: completion of G.E. Category C.1. or C.2. Global influence of motion pictures. Examines various directors, film movements, national cinemas and the increasing internationalization of the world film industry.

### **371 Contemporary American Film (3)**

Prerequisite: completion of G.E. Category C.1. or C.2. Recent American films as indicators of societal, cultural and artistic trends. Cinema in light of current theories of postmodernism and formal categories of film production.

### **375 Documentary Film and TV (3)**

Prerequisite: completion of G.E. Category C.1. or C.2. Documentary form in film and television. History, theory, development, purpose and current trends in the documentary genre.

### **377T National Cinemas (3)**

Prerequisite: RTVF 300 or 301. Analyzes a nation's films in terms of their formal elements and how they are shaped by the historical, cultural, political, social and industry-related circumstances in which they are produced and received. Initial topics: Italy, Australasia, Japan. May be repeated up to four times for credit.

### **379T Auteurs (3)**

Prerequisite: RTVF 300 or 301. Critical analysis of the work of a single director in the context of the theoretical debates about the auteur theory. Examines the director's life and body of work. Initial topics: Jean-Luc Godard, Bernardo Bertolucci. May be repeated up to three times for credit.

### **381 Regulation and Censorship (3)**

Prerequisite: completion of G.E. Category D.2. Function of law, policy and standards in radio, TV and film. Key regulations, including roles of commissions, courts and amendments. Key censorship practices, including language, sex and violence.

### **385 Radio Station Operations (3)**

Prerequisite: completion of G.E. Category A.I. Concepts and practices of radio station operations, including programming, sales, promotion, traffic, billing, production, news, research and engineering. Allows for in-depth work in several areas.

### **410 Sound Design for Film-TV (3)**

Prerequisite: RTVF 210. Acquiring, recording, editing and mixing sound for film and TV. Special emphasis on creative aspects of sound design. (2 hours discussion, 3 hours laboratory)

### **425 Motion Picture Production 2 (3)**

Prerequisite: RTVF 325. Advanced theory and practice of video production. Includes advanced shooting and editing techniques. Produce projects that may be distributed and/or entered in competitions. May be repeated once for credit. (2 hours discussion, 3 hours laboratory)

### **427 Documentary Production (3)**

Prerequisites: RTVF 325. Preproduction, production and post-production of documentary film or video. Documentary concepts and hands-on skills. (2 hours discussion, 3 hours laboratory)

### **431 Cinematography (3)**

Prerequisite: RTVF 325. Cinematographic techniques for film and video. Analyze cinematographic styles, including qualities of camera movement, lenses and lighting as expressive tools. Hands-on experience shooting scenes with film and video cameras, lighting and grip equipment. Additional cost for film development and digital transfer. (2 hours discussion, 3 hours laboratory)

### **434 Digital Effects for Film-TV (3)**

Prerequisite: RTVF 325. Design motion graphics and visual effects for film and TV. Previsualizing, titling, matting, rotoscoping and compositing using industry-standard software. (2 hours discussion, 3 hours laboratory)

### **435 Directing Film and TV (3)**

Prerequisite: RTVF 325. Direct for narrative film and television, including breakdowns and use of the camera as an expressive tool. Direct, shoot and edit short scenes. (2 hours discussion, 3 hours laboratory)

### **455 Screenwriting (3)**

Prerequisite: RTVF 350. Theory, principles and practice of writing feature films. Analyze scripts and study films. Apply concepts from RTVF 350 and advanced concepts to develop full-length screenplays. Meets upper-division writing requirement for RTVF majors.

**456 Rewriting the Screenplay (3)**

Prerequisite: RTVF 455. Intensive writing course aimed at students who have completed first drafts of full-length screenplays. Complete a rewrite-polish of their scripts, learning skills to prepare them for production and entrance into the marketplace.

**472 New Asian Cinema (3)**

Prerequisite: completion of G.E. Category C.1 or C.2. Artistic developments in recent East and Southeast Asian cinema. Theoretical analysis and critique of directors, styles, techniques, genres and production elements. One or more sections offered online.

**480 Management in RTVF (3)**

Prerequisite: completion of G.E. Category D.2. Management structure and issues in the RTVF industry. Audience measurement, distribution, finance, personnel, programming, regulation and sales. May include applied experience with college media activities.

**495 Internship in Radio-TV-Film (3)**

Prerequisites: RTVF 100, 350, senior standing. Supervised fieldwork at a radio, TV or film organization. Skill development and understanding of industry operation through hands-on experience and networking. Must submit an application one semester prior to taking through the RTVF Internship Office.

**496 Student-to-Student Tutorial (1-3)**

Prerequisites: permission of department. Learning through teaching. Work may include contact hours with tutees, tutorial preparations, consulting with instructors, reporting-analysis-evaluation of tutorial experiences and participation in university programs for tutors. A maximum of three units may count toward degree. Does not count toward major or minor units. Grade or Credit/No Credit.

**499 Independent Study (1-3)**

Prerequisites: permission of department. Independent Study is of a research or creative nature and shall culminate in a paper, project, comprehensive exam and/or performance. The student shall prepare a proposal including a statement of the basis for the final evaluation. May be repeated up to two times.

**512 American Television History (3)**

Prerequisite: graduate standing. Historical survey of American television from its inception to present day. Critical/theoretical approaches to studying the medium as technology, commercial entity, and social and cultural force.

**515 Film Theory and Criticism (3)**

Prerequisite: graduate standing. Major developments in film theory and criticism from the 1920s to the present, including sections on film form and medium specificity; semiotics, ideology and psychoanalysis; and feminism, queer theory, postcolonialism and postmodernism.

**520 Advanced Scene Study (3)**

Prerequisites: RTVF 550, 555. Focuses on the first draft of a full-length screenplay to enhance focus and character work on a scene-to-scene basis.

**550 Story Structure and Draft (3)**

Prerequisite: graduate standing. Structure of storytelling in film, linear and non-linear, American, Asian and European templates. Product-oriented towards detailed film treatment to serve as outline of screenplay and initial pages of screenplay.

**551 Sitcom Writing: Spec and Draft (3)**

Prerequisite: graduate standing. Write two half-hour situation comedy scripts in correct format, as well as create a premise for an original half-hour comedy series.

**552 One-Hour Drama: TV Spec and Pilot (3)**

Prerequisite: graduate standing. Analyze components for various scriptwriting tasks of episodic television dramas, as well as stress screenwriting skills, from inception idea to outline to drafts of one-hour scripts.

**553T Genres for Writers (3)**

Prerequisite: RTVF 550. Film genres, classic to revisionist, and the constant evolution and hybridization of genres and how a screenwriter can implement and benefit from understanding genre components.

**555 First Draft Screenplay (3)**

Prerequisite: RTVF 550. Work from an approved outline or treatment to create a professional screenplay draft, using correct format and structure.

**556 Screenplay: Rewrite (3)**

Prerequisite: RTVF 550, 555. Focuses on a completed first draft of a full-length screenplay. Complete a rewrite/polish of the script; learn skills to prepare it for production and entry into the marketplace.

**562 Media Literacy and Ethics: The Biz (3)**

Prerequisite: RTVF 550, 555. Analyzing, decoding and evaluating how the entertainment media operates, focusing on television, film and internet.

**580 Writing Project #1 (3)**

Prerequisites: RTVF 520, 550, 555. From concept to outline to realized film script; working under deadline and reacting to and implementing specific notes from instructor.

**581 Writing Project #2 (3)**

Prerequisites: RTVF 550, 555, 520. From concept to outline to realized film script; working under deadline and reacting to and implementing specific notes from instructor.

**597 Final Project (3)**

Prerequisites: RTVF 550, 551, 555, 580, 581. Culminating course. Polish writing projects #1 and #2, and marketing proposal for the projects.



# Reading

College of Education

## INTRODUCTION

The Reading Department offers state and nationally accredited graduate programs in Reading Education. Coursework and field experiences equip candidates to make informed decisions in a variety of leadership roles. Based on the professional dispositions targeted by the College of Education, the graduate programs are designed to prepare professionals who promote diversity, engage in collaborative endeavors, think critically, maintain professional and ethical standards, and value lifelong learning. The department also offers undergraduate courses, preparing students to make informed choices of the techniques, materials, strategies and approaches most appropriate for their academic, professional and personal needs.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing graduate programs in reading:

### Knowledgeable and competent specialists

- Demonstrate a strong foundation in subject matter knowledge or field of study
- Demonstrate a strong understanding and implementation of pedagogical skills or skills in chosen field
- Use technology as a resource

### Reflective and responsive practitioners

- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

### Committed and caring professionals

- Be agents for change
- Maintain professional and ethical standards
- Become lifelong learners

## READING CERTIFICATE (ADDED AUTHORIZATION)

The California Commission on Teacher Credentialing has granted approval to the Reading Department to offer coursework to meet requirements for the Reading Certificate. Persons wishing to earn the Reading Certificate must make formal application to the university and meet the requirements of the Office of Graduate Studies and additional requirements posted on the department website.

## ACTING DEPARTMENT CHAIR

Erica Bowers

## DEPARTMENT OFFICE/WEBSITE

College Park 570  
657-278-3497  
[ed.fullerton.edu/reading](http://ed.fullerton.edu/reading)

## PROGRAMS OFFERED

Master of Science in Education  
Concentration in Reading  
Reading Certificate  
(Added Authorization)  
Certificate in Postsecondary Reading  
and Learning  
Reading/Language Arts Specialist  
Credential

## FACULTY

Kathryn Bartle Angus, Erica Bowers,  
JoAnn Carter-Wells, JoAnne Greenbaum,  
Julian Jefferies, Catherine Maderazo,  
Rosario Ordonez-Jasis, Ula Manzo,  
Donna Padgett



The certificate is delivered in two formats: 1) face-to-face classes with online components; 2) 100-percent online. The following courses are required to complete the certificate:

READ 507 Reading and Thinking in the Content Areas (3)

READ 508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

READ 514 Linguistics and Reading (3)

READ 516 Diagnostic-Prescriptive Teaching of Reading (3)

READ 536 Curriculum Foundations, Principles and Issues in Reading/Language Arts (3)

### **POSTSECONDARY READING AND LEARNING CERTIFICATE**

The Certificate in Postsecondary Reading and Learning is designed to prepare reading specialists for postsecondary settings, particularly at the community college level. The certificate is offered in an online format only. Persons wishing to earn this certificate must meet the requirements of University Extended Education and additional requirements posted on the department website.

The following courses are required to complete the certificate:

READ 505 Foundations of Postsecondary Reading and Learning (3)

READ 507 Reading and Thinking in the Content Areas (3)

READ 516 Diagnostic-Prescriptive Teaching of Reading (3)

READ 587 Program Management in Postsecondary Reading and Learning (3)

For further information, please contact the department office.

### **READING/LANGUAGE ARTS SPECIALIST CREDENTIAL**

The California Commission on Teacher Credentialing has granted approval to the Reading Department to offer courses to meet requirements for the Reading/Language Arts Specialist Credential.

Those wishing to earn an advanced Reading/Language Arts Specialist Credential must make formal application to the university indicating the specific specialist credential program desired. In addition, applicants must meet the requirements of the Office of Graduate Studies and additional requirements posted on the department website.

The certificate is delivered in two formats: 1) face-to-face classes with online components; 2) 100-percent online. The following courses are required to complete the credential:

READ 507 Reading and Thinking in the Content Areas (3)

READ 508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

READ 511 Survey of Educational Research: Reading (3)

READ 514 Linguistics and Reading (3)

READ 536 Curriculum Foundations, Principles and Issues in Reading/Language Arts (3)

READ 516 Diagnostic-Prescriptive Teaching of Reading (3)

READ 560 The Sociocultural Context of Literacy and Learning (3)

READ 581 Remediation of Reading Difficulties (5)

READ 585 Professional Development in Reading/Language Arts (3)

### **MASTER OF SCIENCE IN EDUCATION (READING) (30 UNITS)**

The program is designed to help qualified individuals gain the technical knowledge and scholarship required to become reading/language arts specialists. This program prepares reading professionals who have the knowledge, skills and dispositions to effectively integrate contemporary theories of reading with sound pedagogical practice. It is delivered in two formats: 1) face-to-face classes with online components; 2) 100 percent online.

#### **Admission to Graduate Standing – Conditionally Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, an applicant must have a grade-point average of 3.0 in the last 60 semester units and an approved major, and confer with the graduate program adviser to discuss the prerequisites for attaining classified standing.

#### **Graduate Standing – Classified**

A student who meets the admission requirements and the following requirements may be granted classified graduate standing upon the development of an approved study plan.

#### **Study Plan**

##### *Core Courses (9 units)*

READ 511 Survey of Educational Research: Reading (3)

READ 516 Diagnostic-Prescriptive Teaching of Reading (3)

READ 536 Curriculum Foundations, Principles and Issues in Reading/Language Arts (3)

##### *Concentration Courses (20 units)*

READ 507 Reading and Thinking in the Content Areas (3)

READ 508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

READ 514 Linguistics and Reading (3)

READ 560 The Socio-cultural Context of Literacy and Learning (3)

READ 581 Remediation of Reading Difficulties (5)

READ 585 Professional Development in Reading/Language Arts (3)

##### *Culminating Experience (1)*

READ 595 Advanced Studies (includes comprehensive examination) (1)

OR READ 597 Project (1)

OR READ 598 Thesis (1)

## READING COURSES

Courses are designated as READ in the class schedule.

### 201 Literacy and Learning in the Digital Age (3)

Analysis of reading and learning processes, reading interpretation and critical thinking strategies as applied to all types of academic reading; integration and synthesis of academic information.

### 202 Vocabulary for Academic and Professional Success (3)

Study and analysis of general and academic vocabularies and their influence on reading comprehension and communication. Language knowledge and the development of contextual analysis and word association processes in reading comprehension.

### 290 Critical Reading as Critical Thinking (3)

Relationship of critical reading to critical thinking. Development of critical thinking skills with application in the interpretation, analysis, criticism and advocacy of ideas encountered in academic readings. One or more sections offered online.

### 340 Promoting Early Language and Literacy Development in Diverse Children (3)

Theories of language development. Function of receptive and expressive language development as they relate to literacy development. Relevance of family literacy as young children begin to read. Choosing appropriate books to foster language development and literacy development. Theories of early childhood classroom instruction.

### 480 The Teaching of Reading (4)

Curriculum and methods in teaching reading and language arts in the elementary and secondary schools. Teachers' manuals and guides are introduced and studied. Preparation of reading lessons for classroom settings.

### 501 Assessment of Professional Competencies (1)

Assessment of professional competencies of students entering the Reading program in preparation for obtaining the Reading/Language Arts Specialist Credential. One or more sections offered online.

### 505 Foundations of Postsecondary Reading and Learning (3)

Theoretical framework and background of field, including historical perspective, student/adult development, reading and learning theory/academic literacy, programmatic structures and components, curriculum design and contemporary issues. Offered online only.

### 507 Reading and Thinking in the Content Areas (3)

Teaching reading and thinking in the subject area disciplines, including instructional methodology, assessment, materials and program design. One or more sections offered online.

### 508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

Current trends in the teaching of elementary reading/language arts. Role of the teacher as a decision-maker in the elementary reading/language arts program. One or more sections offered online.

### 511 Survey of Educational Research: Reading (3)

Introduction to historical and current trends in research in reading, including principles of educational research methods, in order to read and evaluate research in reading education; develop research questions, apply principles of data collection and write research reports. One or more sections offered online.

### 514 Linguistics and Reading (3)

Linguistics and its influence on reading materials and instruction. Trends in linguistics as they relate to the teaching of reading. Meets graduate writing requirement for master's degree. One or more sections offered online.

### 516 Diagnostic-Prescriptive Teaching of Reading (3)

Prerequisite: READ 507 or 508. Case-based study of various assessment devices and trial teaching practices essential for precise intervention in reading/language arts. Includes a model to guide in-depth analysis of a reader with attention to the influences of linguistic, social, cultural, physical, psychological, intellectual and educational factors on learning to read and reading to learn. One or more sections offered online.

### 520 Technology in Reading (2)

Understanding the need for technological literacy in reading/language arts. Strengths and limitations of technology and computer applications (software/internet) for the development of classroom curriculum for reading/language arts. Designing a lesson plan for the integration of technology into today's literacy classroom, as well as introducing web page design utilizing existing free services. One or more sections offered online.

### 536 Curriculum Foundations, Principles and Issues in Reading/Language Arts (3)

Develop, organize, implement and evaluate appropriate reading/language arts curriculum using instructional goals for students in pre-K through post-secondary classrooms. Curriculum foundations, research, current issues, design and practice in the area of reading/language arts. One or more sections offered online.

### 560 The Socio-cultural Context of Literacy and Learning (3)

Prerequisite: EDEL 511. Theory and research in teaching reading/language arts to students with diverse cultural, racial, linguistic and socio-economic backgrounds. Methods and approaches for teaching literacy skills. Special emphasis on second language learners. Case study requirement. One or more sections offered online.

**570 Leadership in Reading/Language Arts Program Development (2)**

Long-term planning, designing effective programs, developing leadership skills and integrating literature and skill-based instruction. One or more sections offered online.

**581 Remediation of Reading Difficulties (5)**

Prerequisites: READ 507, 508, 514, 516. Analysis and diagnosis of reading/language arts difficulties. Techniques and methods of prevention and treatment. Individual remediation of student. Primary through secondary. One or more sections offered online.

**585 Professional Development in Reading/Language Arts (3)**

Prerequisites: READ 507, 508, 514, 516. Seminar in development and evaluation of reading/language arts programs. Training in staff development and interpersonal relations with teachers, parents, consultants and administrators. Writing for publication, grant proposal writing and other professional responsibilities. One or more sections offered online.

**587 Program Management in Postsecondary Reading and Learning (3)**

Prerequisites: READ 505, 507, 516. Multifaceted components related to the administration, management and supervision of a post-secondary reading and learning program, as well as the current issues and trends in program management. Offered online only.

**595 Advanced Studies (1)**

Prerequisite: READ 516. Graduate seminar designed to synthesize and evaluate knowledge in such areas as behavior, teaching strategies, educational technology, program development, communication theory and interpersonal relations related to reading/language arts, and apply these understandings to authentic professional challenges. One or more sections offered online.

**597 Project (1-3)**

Prerequisite: consent of instructor or graduate adviser. Individual research on an empirical project, with conferences with the instructor, culminating in a project. One or more sections offered online.

**598 Thesis (1-3)**

Prerequisite: consent of instructor or graduate adviser. Individual research with conferences with the instructor, culminating in a thesis.

**599 Independent Graduate Research (1-3)**

Prerequisite: consent of instructor or graduate adviser. Independent inquiry for qualified graduate students.



# Science Education

College of Education

College of Natural Sciences and Mathematics

## INTRODUCTION

The philosophy of the Science Education Program is based on the belief that teachers play a preeminent role in the science educational process. We prepare teachers to have confidence in their own abilities to access resources and gain the understanding that they need to help individual students become more scientifically literate. We also believe that effective science content preparation is critical in preparing teachers who are able to transform the science content knowledge that they learn in their courses into pedagogical content knowledge that can be taught to others. This process of transformation encompasses all aspects of instruction and evaluation nexus. The science education faculty agrees that teachers must be open and interested in new ideas. They engage in their own inquiry as co-investigators with students who learn science through multiple methods, including inquiry. We support teachers who, as active, alert members of their school community, help the next generation become effective and positive contributors to a diverse society. The Science Subject Matter Preparation Program plays a vital role in preparing future teachers who are steeped in these philosophies and beliefs. The mission of the Science Education Program is to prepare students who are competent in subject matter content to teach science at the elementary and secondary levels. We provide guidance and support for beginning and experienced teachers in the study and use of educational practices developed for teaching science, as well as helping these teachers develop original ideas as they relate to their areas of specialization. The program's primary goal is to address the special needs of pre-service and in-service science teachers.

## MINOR IN NATURAL SCIENCES (21 UNITS)

The Minor in Natural Sciences enables students to gain an understanding in several scientific areas and have a more comprehensive appreciation of the natural sciences by taking courses in at least three different science disciplines. It offers prospective elementary and middle school teachers, as well as majors in other fields such as communications, business and computer science, a program that will familiarize them with the most important ideas and problems in the sciences. The minor also meets the requirements for a supplemental credential for prospective elementary teachers and prepares candidates for the CSET subtests for the Foundational Level General Science Credential.

### Lower-Division Courses (9-11 units)

Students choose at least three units from each category listed below. The selection must include an asterisk (\*) course from Life Science and a second asterisk (\*) course from either Physical Sciences or Earth/Astronomical Sciences. (Note that with the exception of GEOL 102, BIOL 102 and PHYS 102, all asterisk courses have either a required prerequisite or corequisite.)

## ADMINISTRATIVE CONTACT

Sylvia Milagro  
McCarthy Hall 161  
657-278-2307  
scied.fullerton.edu

## PROGRAMS OFFERED

Master of Arts in Teaching Science  
(MAT-S)  
Single Subject (7-12) Credential in:  
Biological Sciences, Biological  
Sciences Specialized, Chemistry,  
Chemistry Specialized, Geosciences,  
Geosciences Specialized, Physics,  
Physics Specialized, Foundational  
Level General Science  
Introductory Subject Matter  
Authorization: Science (K-9)  
Minor in Natural Sciences

## FACULTY

Joel Abraham (Biological Science),  
Monica Azimioara (MAT-S), Tara  
Barnhart (Secondary Education),  
Galen Carlson (Geological Sciences),  
Barbara Gonzalez (Chemistry and  
Biochemistry), Maria Grant (Secondary  
Education), William Hoes (Biological  
Science), Phil Janowicz (Chemistry  
and Biochemistry), Jeff Knott  
(Geological Sciences) Michael Loverude  
(Physics), Megan Tommerup  
(Biological Science), Natalie Tran  
(Secondary Education), Sean Walker  
(Biological Science)



### *Earth/Astronomical Sciences*

GEOL 101, 101L\*, 102\*

PHYS 120

### *Life Science*

BIOL 101, 101L\*, 102\*

### *Physical Sciences*

CHEM 100, 100L\*, 105, 111, 115, 120A\*, 120B

CHEM/PHYS 102\*

PHYS 101, 101L\*, 211, 211L\*, 212

### **Upper-Division Courses (12 units)**

Students take at least two units from each of three different course groups. The Natural Sciences Minor adviser must approve course selection.

### *Biological Science*

BIOL 305, 306, 310, 311, 318, 319, 330, 352, 360, 409, 453

### *Chemistry and Biochemistry*

CHEM 303A,B,C (1 unit each), 311, 313A,B,C (1 unit each)

### *Geological Science*

GEOL 310T, 410, 420

### *Physics*

PHYS 301

### *Teacher Education Core Courses*

BIOL 453

GEOL 410

SCED 495A

Upper-division courses in the natural sciences not listed above may be included in this minor with the approval of the Minor in Natural Sciences adviser.

## **SCIENCE COURSEWORK FOR ELEMENTARY TEACHERS**

Science coursework for elementary teachers is designed to deepen the skills and knowledge of future K-8 teachers in the areas of scientific content, scientific processes, and investigation and experimentation in the physical sciences (GEOL 410 Physical Science/Earth Systems and GEOL 420 Earth Science for Science Teachers) and the biological sciences (BIOL 453 Life Science Concepts).

## **INTRODUCTORY SUBJECT MATTER AUTHORIZATION: SCIENCE**

Introductory subject matter authorization: science is an additional authorization that may be added to an existing credential. It authorizes the credential holder to teach introductory courses in science, K-9th grades. It is not a separate credential, but is in

addition to a pre-existing Single or Multiple Subject Credential.

Non-remedial collegiate coursework in science totaling 32 semester or 48 quarter hours is required, including a minimum of six semester or eight quarter hours in each of four content areas.

## **SINGLE SUBJECT TEACHING CREDENTIAL**

Single Subject Teaching Credential in Biological Sciences, Chemistry, Geosciences, Physics and Foundational Level General Science (7-12) is an interdisciplinary program that connects the three main elements of teacher training (subject matter preparation, pedagogical training and field experience) between the Science Education Program, Department of Secondary Education and local school districts. The Credential Program is organized around the California Teaching Performance Expectations and includes subject matter preparation, prerequisite education coursework and credential coursework.

To earn a secondary science teaching credential, candidates must:

- Demonstrate subject matter competency
- Complete a program of professional preparation

The California Commission on Teacher Credentialing authorizes nine different science credentials that authorize service in pre-school, grades 12 and under, and in classes organized for adults. Each credential requires demonstration of subject matter competence through completion of specific undergraduate or graduate degrees OR successful passage of several subtests of the California Science Examination for Teachers (CSET) in Science. Candidates with a regular credential in a science area are authorized to teach in their specific discipline, as well as general and integrated science, including middle school science. Candidates with a Specialized credential in a science area are authorized to teach only in their specific discipline.

The Single Subject Science Credential Program is administered jointly with the Department of Secondary Education. See additional program information, including the Internship Program, under that Department.

### **Prerequisite Courses**

EDSC 304 Educational Technology for Secondary Teachers (3)

EDSC 310 The Teaching Experience: Participation (3)

EDSC 320 Adolescence and Education (3)

EDSC 330 Developing Literacy in Secondary Schools (3)

EDSC 340 Student Diversity in Secondary Schools (3)

### **Preservice Course Required of all Intern Candidates**

EDSC 400 Methods for Internship Credential Candidates (3)

### **Extern Semester (First Semester)**

EDSC 410 Teaching English Learners in Secondary Schools (3)

EDSC 440F Supervised Fieldwork in Secondary Schools (2)

EDSC 440S General Pedagogy of Secondary School Teaching (4)

SCED 442 Teaching Science in Secondary Schools (3)

SCED 449E Externship in Secondary Teaching – Science (3)

*Note:* EDSC 440F, EDSC 440S, SCED 442 and SCED 449E must be taken concurrently. Enrollment in these courses is based on admission to the Single Subject Credential Program. Fieldwork associated with these courses requires daily observations and co-teaching in public school classrooms for an 18-week period. See additional information on admission requirements and coursework descriptions under the Department of Secondary Education.

### **Student Teacher Semester (Second Semester)**

EDSC 460 Teaching Assessment Seminar (3)

SCED 449I Internship in Secondary Teaching – Science (10)

SCED 449S Seminar in Secondary Teaching – Science (3)

*Note:* EDSC 460, SCED 449I and SCED 449S must be taken concurrently. Enrollment in these courses is based on successful completion of first semester coursework. Fieldwork associated with these courses requires daily co-teaching in public school classrooms for an 18-week period. See additional information on coursework descriptions under the Department of Secondary Education.

### **MASTER OF ARTS IN TEACHING SCIENCE (30 UNITS)**

The primary objectives of the Master of Arts in Teaching Science are to: provide advanced coursework in science curriculum designs appropriate to the professional responsibilities of science educators; provide research and seminar opportunities in contemporary issues in science education; and enable teachers to become more proficient in science disciplines appropriate to their academic teaching assignments. A secondary track and elementary track are available.

Remaining coursework is selected from the departments of Biological Science, Chemistry and Biochemistry, Computer Science, Geological Sciences, Physics or Science Education and other departments as appropriate. Fifteen units of work are required from the Science Education Program. The graduate work culminates with the student completing a project or thesis in an area of science education that is applicable to the student's teaching. Faculty from the program and other departments form the committee that guides and evaluates each graduate student.

### **Admission Requirements**

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admissions for complete statement and procedures). In addition to the university requirements for admission, acceptance in the MAT-S program is contingent upon candidates meeting the following criteria.

1. Candidates must apply to the university through [csu.mentor.org](http://csu.mentor.org), as well as submit the "Application for Admission to the MAT-S Degree Program" to the Science Education Programs Office. The application is available from the Science Education Programs Office at 657-278-2307, MH-527, [sciedreceptionist@exchange.fullerton.edu](mailto:sciedreceptionist@exchange.fullerton.edu). The Science Education Program application for the MAT-S must include:
  - a. two signed letters of recommendation;
  - b. a personal resume;
  - c. documentation of a teaching credential; and
  - d. a Statement of Purpose – one to two pages with information about the candidate's science area of interest.
2. A teaching credential is normally required for classified standing. In special circumstances, a MAT-S faculty adviser may agree to work with a student who has not completed a teaching credential program. For example, an applicant who teaches in a private school or works in a museum may complete the MAT-S without a teaching credential. In these cases, a MAT-S faculty adviser will write a letter waiving the credential requirement for classified standing.
3. Candidates must complete coursework equivalent to a baccalaureate degree in one of the sciences. (For the elementary track, the baccalaureate degree is not normally in the sciences, but the application must provide evidence of in-depth work within the sciences beyond the minimum requirements for a multiple subject teaching credential.)
4. Candidates must receive acceptance by a faculty project/thesis adviser.
5. The admission decision will be made only after the application file is complete.

### **Application Deadlines**

The deadline for completing online applications is March 1 for the fall semester. (see [csumentor.edu](http://csumentor.edu)) .Mailed applications need to be postmarked by the same deadline. However, deadlines may be changed based upon enrollment projections.

### **Advancement to Candidacy**

Advancement to candidacy is attained by requesting a graduation check and receiving subsequent approval of the MAT-S faculty adviser and the MAT-S graduate program adviser on the Grad Check Review Form. This form is mailed to students by the University Graduate Studies Office.

## Classified Standing

Students should achieve classified standing as soon as they are eligible. A student who meets the admission standards needs to develop a study plan in consultation with the MAT-S faculty adviser and MAT-S graduate program adviser before nine units of degree coursework has been completed. Classified standing will be granted once the study plan has been reviewed and approved by the MAT-S faculty and the Associate Vice President, Graduate Programs and Research.

Students will be notified by the Graduate Studies Office when the study plan is approved and classified standing is granted. Once the study plan is approved, changes can be made only with the approval of the MAT-S faculty adviser and the MAT-S graduate program adviser.

## Study plan

The degree program consists of upper-division or graduate coursework, of which at least half must be 500-level, and be completed with a grade point average of 3.0 or better. Students will choose one of the following tracks:

1. Secondary Track – 15 units will be in the sciences and other departments, in upper-division and graduate courses. At least nine units will be taken in one of the following: biology, chemistry, computer science, geological sciences or physics; or
2. Elementary Track – 15 units in upper-division and graduate courses. Electives will be chosen from biology, chemistry, computer science, geological sciences, physics or science education.

Students must also complete the following 15 units:

### *Core Courses*

SCED 550 Theoretical Designs in Science Education (3)

SCED 552 Review of Research in Science Education (3)\*

SCED 554 Issues in Science Education (3)

### *Culminating Experience*

SCED 598 Thesis (6)

OR SCED 597 Project (3) and SCED 599

### *Independent Graduate Research (3)*

For further information and advisement, consult the graduate program adviser or Director of Science Education Programs.

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\*Meets the Graduate Level Writing Requirement.

## SCIENCE EDUCATION COURSES

Courses are designated as SCED in the class schedule.

### 110 The Teaching Experience: Exploration (2-3)

(Same as EDSC/SPED 110)

### 412 Processes of Science (3)

Prerequisite: junior or senior standing in a science major or admission to the MAT-Science graduate program. Methodologies (action research), logical procedures and explanatory systems that characterize the various natural sciences. Role of science and technology in society. (2 hours lecture, 1 hour activity, 1 hour to be arranged)

### 442C Teaching Science in the Secondary School (3)

Prerequisite: appropriate education and science education coursework for credential. Curricular objectives, methods and materials, including audiovisual instruction for teaching science. Required before student teaching for candidates for the single subject teaching credential in either the life sciences or the physical sciences. A "B-" (2.7) or better is required to earn a preliminary Single Subject credential. (2 hours lecture, 2 hours activity) (Same as EDSC 442C)

### 449E Externship in Secondary Teaching (3)

Prerequisite: SCED 412 (may be taken concurrently) (See description under Secondary Education)

### 449I Internship in Secondary Teaching (10)

(See description under Secondary Education)

### 449S Seminar in Secondary Teaching (3)

(See description under Secondary Education)

### 449SA Internship (3)

Prerequisite: consent of instructor. Supervised field experience permitting application of science education in research, industry and educational settings. For current and prospective science teachers. Periodic class meetings and field experience log and summary are required. One or more sections offered online.

### 449SB Internship (3)

Prerequisite: consent of instructor. Supervised field experience permitting application of science education in research, industry and educational settings. For current and prospective science teachers. Periodic class meetings and field experience log and summary are required.

### 499 Independent Study (1-3)

Special topics in science education, selected by consultation and completed under the supervision of the instructor. May be repeated for credit.

**501 Introduction to Graduate Studies in Science Education (1)**

Graduate studies in science education. Prepare a program plan. Overview of library and Web-based resources. Must have capacity for electronic communication, including e-mail, attachments and web courseware. Credit/no credit only.

**550 Theoretical Designs in Science Education (3)**

Review of major directions, designs and assumptions of science education reform such as the nature of science and scientific inquiry, scientific literacy, the National Science Education Standards, state curricular frameworks, standards and international and national science assessment. How reform affects curriculum, major curricular projects and curricular evaluation. One or more sections offered online.

**552 Review of Research in Science Education (3)**

Prerequisite: graduate standing. Review of relevant literature that provides the foundation for modern reform in science education. Analyses of research design and execution of appropriate experimental or observational procedures to test hypotheses concerning problems in science education.

**554 Issues in Science Education (3)**

Prerequisite: graduate standing. Major contemporary issues in science education. One or more sections offered online.

**597 Project (1-3)**

Prerequisites: advancement to candidacy and an appointed thesis committee. Corequisite: SCED 599 (3 units). Selection, investigation and written presentation of a project in science education.

**598 Thesis (1-6)**

Prerequisites: advancement to candidacy and an appointed thesis committee. Selection, investigation and written presentation of an experimental problem in science education.

**599 Independent Graduate Research (1-3)**

Graduate student research in a specific area of science education. May be repeated for credit.





# Secondary Education

College of Education

## DEPARTMENT CHAIR

Grace Cho

## DEPARTMENT OFFICE/WEBSITE

College Park 600

657-278-7769

[ed.fullerton.edu/SecEd](http://ed.fullerton.edu/SecEd)

## PROGRAMS OFFERED

Master of Science in Education  
Concentration in Secondary Education  
Emphasis in Teacher Induction  
Emphasis in Teaching Foundational Mathematics  
Single Subject Credential  
Art  
English (English, Theater)  
Foundational Level General Science  
Foundational Level Mathematics  
Mathematics  
Music  
Physical Education  
Science (biology, chemistry, foundational-level general science, geosciences, physics)  
Social Science  
World Languages (including Chinese, Mandarin, French, German, Japanese, Korean, Russian, Spanish, Vietnamese)

## FACULTY

Debra Ambrosetti, Tara Barnhart, Minerva Chávez, Grace Cho, Victoria Brookhart Costa, Mark Ellis, Maria Grant, Nick Henning, Ellen Kottler, Marilyn Leuer, Lynda Randall, Kristen Shand, Chris Street, Natalie Tran, Miguel Zavala

## INTRODUCTION

The mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom, and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in secondary education:

### Knowledgeable and competent specialists

- Demonstrate a strong foundation in subject matter knowledge or field of study
- Demonstrate a strong understanding and implementation of pedagogical skills or skills in chosen field
- Use technology as a resource

### Reflective and responsive practitioners

- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

### Committed and caring professionals

- Be agents for change
- Maintain professional and ethical standards
- Become lifelong learners

## SINGLE SUBJECT CREDENTIAL PROGRAM

The Single Subject Credential program stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation, participation in classroom activities and student teaching. It is responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment and program evaluation. The program is articulated with the California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, the California Standards for the Teaching

Profession, the California Teaching Performance Expectations (TPEs) and the Teaching Performance Assessment (TPA).

The program is a multi-semester process, where students move between theoretical knowledge provided in coursework and the practical experience gained in secondary classroom; developing philosophical and methodological perspectives that are tested in practical experience.

### Technology

EDSC 304 Educational Technologies for Secondary Teachers (3)

*Note:* Course required for preliminary credential, recommended as early as possible, unless part of subject matter preparation program.

### Prerequisites (12 units)

EDSC 310 The Teaching Experience: Participation (3)

EDSC 320 Adolescence and Education (3)

EDSC 330 Developing Literacy in Secondary Schools (3)

EDSC 340 Diversity in Secondary Schools (3)

### Requirements for First Semester Candidates

EDSC 410 Teaching English Language Learners in Secondary Schools (3)

*Note:* Complete prior to first semester intern program.

### First Semester (15 units)

EDSC 410 Teaching English Language Learners in Secondary Schools (3)

EDSC 440S General Pedagogy of Secondary School Teaching (4)

EDSC 440F Supervised Fieldwork in Secondary Schools (2)

EDSC 442 Teaching in the Secondary School (3)\*

EDSC 449E Externship in Secondary Teaching (3)\*

### Second Semester (16 units)

EDSC 449S Seminar in Secondary Teaching (3)\*

EDSC 449I Internship in Secondary Teaching (10)\*

EDSC 460 Teaching Assessment Seminar (3)

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Courses marked with an asterisk (\*) are taken in the academic departments.

### Admission Requirements

Applicants to the Single Subject Credential Program are required to apply to the university, as well as Admission to Teacher Education. Filing deadlines are March 15 (for the following fall) and Oct. 15 (for the following spring). An additional fee is required with the application.

Applications for admission into the Single Subject Credential Program are evaluated according to the following criteria: subject matter competence, professional aptitude and disposition; fundamental skills, and personality and character. Evidence in relation to criteria is submitted at the time of application and includes the following:

- Grade-point average of 2.67 cumulative or 2.75 in the last 60 semester units
- Verification of basic educational skills
- Successful completion of EDSC 310, 320, 330 and 340
- 100% completion of Subject Matter Preparation Program (SMPP) in your content area or the CSET exam results in your content area (see your adviser)
- Proficiency in oral and written English
- Recommendations from academic faculty
- TB Test
- CPR Training – Candidates must complete CPR Training offered by the American Heart Association (Heart Saver) or the American Red Cross. Training must cover infant, child and adult. Evidence of CPR training must be current (within 2 years) and a copy of the CPR certificate must be submitted with the credential application
- The Certificate of Clearance from the California Commission on Teacher Credentialing (CTC) must be obtained by the time of application. There is a fingerprint background check form to be completed as specified by the California Commission on Teacher Credentialing
- Positive disposition toward teaching adolescents from diverse backgrounds

### INTERN PROGRAM

Students who meet requirements set by the California Commission on Teacher Credentialing and Single Subject Intern Credential Program may enter the Intern Program. These students receive an intern credential, which entitles them to teach in a public school while taking their coursework at CSUF in the late afternoon, evenings or on the weekends. The curriculum of the program is a multi-semester experience, including prerequisites, pre-service coursework and fieldwork teaching. Students progress through EDSC 400 and their first full-time teaching semester of the program as a cohort group. In the second, full-time teaching semester as an Intern in the program, they are in cohort groups by subject area.

Intern candidates must complete a module and EDSC 410 prior to enrollment as an Internship candidate in the first semester of the program.

Candidates who become interns in their second semester are required to have completed all of the entrance requirements and four prerequisites above, plus 15-18 units of secondary coursework.

## **MASTER OF SCIENCE IN EDUCATION (31 UNITS) SECONDARY EDUCATION CONCENTRATION**

This program is designed to help career secondary classroom teachers upgrade their skills, become informed about new ideas in secondary teaching and prepare for curriculum leadership roles in public and private schools.

The graduate program builds upon teacher preparation in the Single Subject Credential Program. Whereas coursework in the credential program focuses on knowledge and skills necessary for a beginning secondary teacher, the graduate program will allow students to extend their knowledge and deepen their skills in curriculum design, instructional and assessment strategies, integration of technology and reflection skills.

### **Online Graduate Program Features**

The graduate programs in Secondary Education are delivered in two formats: 1) an online hybrid format, with 49 percent of courses delivered entirely via web-based instruction, and the other courses delivered partially via web-based instruction; 2) a 100 percent online format. The programs begin with a required one-unit prerequisite course.

### **Options for Culminating Experience**

The options for candidates' culminating experiences are the comprehensive examination, action research project, thesis, submission for National Board Certification, development of a comprehensive curriculum project or development of an article for publication.

### **Application Deadlines**

Deadlines for completing the online application, if spring admissions is available, is June 1 for the fall semester and Nov. 15 for the spring semester (<http://www.csumentor.edu>). Mailed applications must be postmarked by the same deadline. However, deadlines may be changed based upon enrollment projections.

### **Admission to Graduate Standing – Conditionally Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information.

### **Graduate Standing – Classified**

Classified standing is granted after a study plan is developed in consultation with a faculty adviser and approved by the Associate Vice President, Academic Programs (or designee). Students must also meet the following admission requirements:

1. an approved major;
2. grade-point average of 3.0 on previous academic and related work;
3. proof of a current teaching credential;

4. current professional resume;
5. 500-word statement of purpose outlining your interest in the Secondary Education Master's Program (e.g., any areas of special interest or emphasis you plan to pursue as a graduate student, a brief description of your current teaching position or anything else that would facilitate an informed decision on your application); and
6. two or more letters of recommendation that address your aptitude for graduate study including your teaching skills as well as your academic preparation. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

### **Study Plan**

#### *Prerequisite Course (1 unit)*

EDSC 501 Introduction to Graduate Studies (1)

#### *Core Courses (15 units)*

EDSC 504 Advanced Proficiency in Educational Technologies (3)

EDSC 506 Graduate Studies in Secondary Writing (3)

EDSC 535 Survey of Educational Research (3)

EDSC 536 Curriculum Theory and Development (3)

EDSC 591 Professional Seminar in Secondary Teaching (3)

#### *Concentration Courses (6 units)*

EDSC 522 Family, Community and Professional Partnerships (3)

EDSC 524 Assessing Student Learning (3)

#### *Electives (6 units)*

Chosen in consultation with the Graduate Program Adviser

#### *Culminating Experience (3 units)*

EDSC 594 Research Seminar (3)

OR EDSC 595 Advanced Studies Capstone in Secondary Education (3)

OR EDSC 597 Project (3)

OR EDSC 598 Thesis (3)

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\*Please contact the Secondary Education Department office for current registration information.

## **EMPHASIS IN TEACHER INDUCTION (30 UNITS)**

The concentration in Secondary Education with an Emphasis in Teacher Induction is designed for 7-12 grade teachers to earn their Professional Clear Credential and to prepare them for continued instructional and leadership roles in secondary schools. This graduate program builds upon teacher preparation in the Single Subject Credential Program and allows students to extend their knowledge and deepen their teaching skills while working toward the Clear

Credential. Students should contact their BTSA support provider for additional information regarding their eligibility for this area of emphasis.

#### **Prerequisite Course (1 unit)**

EDSC 501 Introduction to Graduate Studies (1)

#### **Core Courses (15 units)**

EDSC 504 Advanced Proficiency in Educational Technologies (3)

EDSC 506 Graduate Studies in Secondary School Writing (3)

EDSC 535 Survey of Educational Research (3)

EDSC 536 Curriculum Theory and Development (3)

EDSC 591 Professional Seminar in Secondary Teaching (3)

#### **Emphasis Courses (6 units)**

EDSC 502A New Teacher Induction, Assessment and Support, Year 1 (1)

EDSC 502B New Teacher Induction, Assessment and Support, Year 1 (2)

EDSC 502C New Teacher Induction, Assessment and Support, Year 2 (1)

EDSC 502D New Teacher Induction, Assessment and Support, Year 2 (2)

#### **Electives (6 units)**

Chosen in consultation with the Graduate Program Adviser.

#### **Culminating Experience (3 units)**

EDSC 594 Project Seminar (3)

OR EDSC 595 Advanced Studies Capstone in Secondary Education (3)

OR EDSC 597 Project (3)

OR EDSC 598 Thesis (3)

### **EMPHASIS IN TEACHING FOUNDATIONAL MATHEMATICS (30 UNITS)**

The concentration in Secondary Education with an Emphasis in Teaching Foundational Mathematics is a collaborative effort with the Department of Mathematics and is designed to help experienced teachers of mathematics upgrade their skills, become informed about new ideas in secondary teaching and prepare for curriculum leadership roles in public and private schools. The emphasis will provide teachers of math from grade 4 to geometry with a deeper knowledge base in mathematics and mathematics education. Mathematics 303A,B Fundamental Concepts of Elementary Mathematics (6 units) or equivalent are required as prerequisites to the program.

#### **Prerequisite Coursework (1 unit)**

EDSC 501 Introduction to Graduate Studies (1)

#### **Core Coursework (15 units)**

EDSC 504 Advanced Proficiency in Educational Technologies (3)

EDSC 506 Graduate Studies in Secondary School Writing (3)

EDSC 535 Survey of Educational Research (3)

EDSC 536 Curriculum Theory and Development (3)

EDSC 591 Professional Seminar in Secondary Teaching (3)

#### **Emphasis Courses (12 units)**

EDSC 530 Graduate Studies in Mathematics Education (3)

MATH 403A,B Concepts of Middle School Mathematics (3,3)

MAED 532 Teaching Problem Solving in Middle School Mathematics (3)

#### **Culminating Experience (3 units)**

EDSC 594 Research Seminar (3)

OR EDSC 595 Advanced Studies Capstone in Secondary Education (3)

OR EDSC 597 Project (3)

OR EDSC 598 Thesis (3)

### **SECONDARY EDUCATION COURSES**

Courses are designated as EDSC in the class schedule.

#### **110 The Teaching Experience: Exploration (2-3)**

Exploration of one's self in relation to other people in the schools and an encounter with the teaching experience through fieldwork. Accompanying seminar helps students extend their observations and explore relevant issues. (2 hours fieldwork, 2 hours seminar) Credit/No Credit only. (Same as SPED/SCED/EDEL 110)

#### **304 Educational Technologies for Secondary Teachers (3)**

Develop personal proficiency in educational technologies to facilitate teaching process. Develop digital literacy through use of presentation, spreadsheet, word processing and publication software, and interactive online tools; internet search and retrieval; information literacy; electronic communication and collaboration; awareness of legal and ethical issues in the digital world. Meets state requirement for Single Subject Preliminary Credential. One or more sections offered online. (Same as SPED 304)

#### **310 The Teaching Experience: Participation (3)**

History, philosophy and sociology of secondary education. Introduction to California Teaching Performance Expectations and Assessment; needs of special populations, English learners and struggling readers; content standards; and major curriculum reform documents. Includes 45-hour practicum in public schools on specific course requirements. May be repeated with consent of instructor.



### **320 Adolescence and Education (3)**

Prerequisite: completion of General Education (G.E.) Category D.1. Biological, cognitive and socio-cultural development of adolescents. Contexts of adolescent development, including family, peers, school, work and leisure. Health and safety issues of adolescents. One or more sections offered online.

### **330 Developing Literacy in Secondary Schools (3)**

Strategies for developing content-based reading/writing abilities, comprehension skills and vocabulary of secondary students. Methods of teaching reading, writing and language skills for English learners and speakers. Diagnostic assessment strategies. Development of materials to be utilized during EDSC 440F fieldwork. Letter grade. One or more sections offered online.

### **340 Diversity in Secondary Schools (3)**

Principles of educational equity and diversity. Strategies for providing students equitable access to the core curriculum. How teaching is shaped by diversity in California society. Analysis of personal and institutional bias. One or more sections offered online.

### **400 Instruction Methods for Secondary Internship Candidates (3)**

Methodology course for departmental teaching required for first semester internship candidates before beginning first semester of credential program. Meets methodology requirement for holders of Multiple Subject Credential seeking a Single Subject Credential. (2 hours lecture, 30-hour fieldwork experience)

### **410 Teaching English Learners in Secondary Schools (3)**

Prerequisite: EDSC 340. Materials, methods and strategies for teaching English learners in secondary schools. Principles of second language acquisition. State and federal laws pertaining to the educating English learners. One or more sections offered online.

### **440F Supervised Fieldwork in Secondary Schools (2)**

Prerequisite: admission to the Single Subject Credential Program. Concurrent enrollment in EDSC 440S. Ten-week practicum (120 hours, Monday - Thursday) in observation and participation in secondary schools. Must be taken Credit/No Credit; "B" (3.0) or better is required for credit.

### **440S General Pedagogy of Secondary School Teaching (4)**

Prerequisites: admission to Single Subject Credential Program and EDSC 340. Corequisite: EDSC 440F. Interrelationship of pedagogical theory and practice. Classroom management, instructional planning, assessment of student learning, engaging all students and teacher professionalism. A "B-" (2.7) or better is required to earn a preliminary Single Subject credential. One or sections offered online.

### **442 Teaching in the Secondary School (3)**

Prerequisite: admission to Single Subject Credential Program. Corequisite: EDSC 449E. Strategies and techniques for teaching a specific subject in secondary schools. Departmental offerings are: ARTE 442 Teaching Art in the Secondary School; EDSC 442C Teaching Science in the Secondary School; EDSC 442M Teaching Foundation Level Mathematics in the Secondary School (Offered online only); EDSC 442S Teaching Social Science in the Secondary School; ENED 442 Teaching English in the Secondary School; KNES 442 Teaching Physical Education in the Secondary School; MAED 442 Teaching Mathematics in the Secondary School; MUSE 442 Principles and Methods of Teaching Music in the Public Schools; SCED 442 Teaching Science in the Secondary School; THED 442 Teaching Theatre in the Secondary School. May be repeated once for credit. A "B-" (2.7) or better is required to earn a preliminary Single subject credential.

### **442F Teaching World Languages in the Secondary School (3)**

Principles, methods and materials of language learning and teaching. Includes lectures, activities and fieldwork. Required before admitted to student teaching. A "B-" (2.7) or better is required to earn a Single Subject credential.

### **449E First Semester Student Teaching (3)**

Prerequisite: admission to Single Subject Credential Program. Corequisite: EDSC 442. Eight-week practicum (120 hours, Monday - Friday) in co-teaching in secondary schools. Credit/no credit only; "B" (3.0) or better required for credit. Students sign up for the appropriate departmental offering from the following: ARTE 449E, EDSC 449E, ENED 449E, KNES 449E, MAED 449E, MUSE 449E, SCED 449E or THED 449E.

### **449I Second Semester Student Teaching (10)**

Prerequisites: successful completion of EDSC 440S, 440F, 442, 449E. Corequisite: EDSC 449S. Eighteen-week practicum (270 hours, M-F) in full-time student teaching in a specific single subject in a secondary school. Credit/no credit only; "B" (3.0) or better required for credit. Departmental course offerings are: ARTE 449I, EDSC 449I, ENED 449I, KNES 449I, MAED 449I, MUSE 449I, SCED 449I or THED 449I.

### **449S Seminar in Secondary Teaching (3)**

Prerequisites: successful completion of EDSC 440S, 440F, 442, 449E. Corequisite: 449I. Student teaching in a single subject in secondary schools. Credit/No Credit only; "B" (3.0) or better required for credit. One or sections offered online.

### **460 Teaching Performance Assessment Seminar (3)**

Prerequisites: EDSC 442 and successful completion of TPA SSP and submission of TPA DI. Corequisite: EDSC 449I and 449S. Preparation for completing California Teaching Performance Assessment (CAL TPA), which is required for Level I Single Subject Teaching Credential.

#### **499 Independent Study (1-3)**

Prerequisites: senior or graduate standing, approval of instructor and department. Conduct an individual investigation under supervision of a faculty member; investigation might be an experiment, a library study or a creative project; only students of demonstrated capacity and maturity will be approved; adequate prerequisite study necessary.

#### **501 Introduction to Graduate Studies (1)**

A prerequisite to the MSE in Secondary Education designed to prepare entering graduate students to develop their study plan and identify pressing issues in secondary education. Students must have capacity for electronic communication, including e-mail, attachments and web courseware. May be taken before or during the first semester.

#### **502A New Teacher Induction, Assessment and Support, Year 1 (1)**

Corequisite: participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 1-2. (Same as EDEL 502A)

#### **502B New Teacher Induction, Assessment and Support, Year 1 (2)**

Prerequisites: EDSC 502A. Corequisite: participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 3-6. (Same as EDEL 502B)

#### **502C New Teacher Induction, Assessment and Support, Year 2 (1)**

Prerequisites: EDSC 502B. Corequisite: participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 7-8. (Same as EDEL 502C)

#### **502D New Teacher Induction, Assessment and Support, Year 2 (2)**

Prerequisites: EDSC 502C. Corequisite: participation in Induction Program. Preparation and professional development for new teachers in accordance with the California Standards for the Teaching Profession. Utilization of California Formative Assessment and Support System for Teachers model. Focus on CFASST Events 9-12. (Same as EDEL 502D)

#### **502E Pedagogy, Assessment and Support for New Teachers (3)** (Same as EDEL 502E)

#### **502F Pedagogy Assessment and Support for New Teachers (Semester 2) (3)** (Same as EDEL 502F)

#### **504 Advanced Proficiency in Educational Technologies (3)**

Prerequisites: EDSC 304 or equivalent; candidate must have been issued a preliminary single subject credential. Theoretical basis and strategies for improving teaching and learning in secondary school classrooms through multimedia technologies. Utilization of technology for curricular, instructional and assessment purposes to support all students in learning. Meets the Professional Teacher Induction Program Technology standard. One or more sections offered online. (Same as SPED 504)

#### **506 Graduate Studies in Secondary School Writing (3)**

Prerequisite: graduate standing. Current issues, theory and practice regarding the teaching of writing in secondary schools (grades 6-12). Candidates actively and continuously write as they learn about ways to foster the writing development of secondary school students. Offered online only.

#### **522 Family, Community and Professional Partnerships (3)**

Effective teaching practices in working with diverse student populations so as to promote equal learning opportunities. Overview of successful community collaboration with service providers, business leaders, policy makers and parents. Complex diversity of families and teaching situations. Importance of partnerships with professional agencies concerned with adolescents. One or more sections offered online.

#### **524 Assessing Student Learning (3)**

Pre- or corequisite: EDSC 535. Methods of assessing and evaluating student academic achievement in the secondary schools. Improving student performance and aligning assessment with goals and learner characteristics. Designing instruments and focusing on assessment strategies that promote equal learning opportunities. One or more sections offered online.

#### **530 Graduate Studies in Mathematics Education (3)**

Explore research that focuses on teaching and learning mathematics in the middle grades, criteria for improving mathematics programs and critique of current mathematics curricula. Students will analyze research in light of their developing knowledge and teaching experiences.

#### **535 Survey of Educational Research (3)**

Introduces major forms of quantitative and qualitative research used in education. How to select an appropriate research method and the characteristics of sound research. Making reasoned judgments as consumers of research, as well as selecting appropriate information collection strategies. One or more sections offered online.

#### **536 Curriculum Theory and Development (3)**

Secondary school curriculum, including forces operating on the curriculum and the participants involved in middle and high school curriculum building. Process of curriculum building.

**540 Graduate Studies in Teaching English Learners (3)**

Prerequisites: EDSC 410; candidate must have been issued a preliminary single subject credential. Students must be in their second semester of student teaching or have completed preliminary credential requirements. Final course required for CLAD Certificate. Methodology of English language development and content instruction for English learners, strategies for specially-designed academic instruction in English. Research and policy implications. One or more sections offered online.

**541 Culture and Education of Latino Students (3)**

(Same as EDEL 541)

**542M Advanced Methods for Teaching Foundational Level Mathematics (3)**

Prerequisite: California teaching credential. Expanded methods in mathematics pedagogy focusing on curriculum for grades 6-10. Meets California state requirement for single subject methods coursework to add authorization.

**542S Advanced Methods for Teaching Science (3)**

Prerequisites: California teaching credential; and either: a) passing score on one CSET science exam; or b) completion of at least three college-level science courses. Expand knowledge of science pedagogy, focusing particularly on curriculum for grades 6-10. Meets California state requirements for single subject methods coursework to add authorization.

**550 Instructional Strategies (3)**

Prerequisite: baccalaureate degree or consent of instructor. General course in pedagogy designed for students whose professional work involves instructional responsibilities. General teaching strategies courses design, instruction planning and student evaluation are emphasized. Offered online only.

**580 Essential Elements of Online Course Development (3)**

Prerequisite: EDSC 504. Graduate seminar in creating online courses using several learning management systems, including Moodle, Angel Learning, NiceNet and Blackboard. Best practices in course design are analyzed and incorporated in the online courses.

**591 Professional Seminar in Secondary Teaching (3)**

Prerequisites: graduate standing and consent of graduate adviser. Introduction to requirements for National Board certification; focus on development of portfolio entries and analysis of candidate's teaching (self, peer and instructor) with respect to models of teaching and teachers' work; review of research related to professional teaching standards. One or more sections offered online.

**594 Project Seminar (3)**

Prerequisite: EDSC 535. Preparation, evaluation, development and presentation of curriculum research projects, culminating in a graduate project. Individuals and groups participate in critiquing proposals, curriculum projects and research results. Offered online only.

**595 Advanced Studies Capstone in Secondary Education (3)**

Further develop competencies in secondary education content area curriculum, instruction, assessment, educational technology, program development, leadership, National Board of Certification and interpersonal relations related to secondary school teaching. One or more sections offered online.

**597 Project (1-3)**

Prerequisites: EDSC 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

**598 Thesis (1-3)**

Prerequisites: EDSC 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a thesis.

**599 Independent Graduate Research in Secondary Education (1-3)**

Prerequisites: consent of instructor or graduate adviser. Individual research with conferences with the instructor. One or more sections offered online.



# Social Work

College of Health and Human Development

## INTRODUCTION

The mission of the Department of Social Work is to educate committed professionals for direct social work practice with vulnerable children and families, and underserved severely mentally ill individuals and groups, with special sensitivity to the multicultural populations of Orange County and nearby Southern California regions.

The M.S.W. program emphasizes ecological and open-systems perspectives that focus on the fit and interactions of a person or family within a variety of dynamic social and economic systems. Effective social work practice is seen as a change-oriented process that seeks to improve the quality of life of clients, ensures equitable access to opportunities and resources, supports social participation and advocates for fairness within a multicultural context.

The M.S.W. program is designed to address the growing need for social workers to work with individuals, families, groups and organizations in public and nonprofit social service agencies.

The Department of Social Work is accredited by the Council on Social Work Education (Council on Social Work Education, Commission on Accreditation, 1725 Duke Street, Alexandria, VA 22314, phone number: 703-683-8080).

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following learning goals and learning outcomes have been established for students pursuing a degree in Social Work:

### Knowledge

- Enhance the social functioning and interactions of individuals, families, groups, organizations and communities
- Critically analyze and apply knowledge of human behavior in the context of social environments from a bio-psycho-social-spiritual strengths-based perspective using ecological and other applicable theories and research
- Develop and practice communication skills for effective social work practice with systems of all sizes
- Develop and practice strategies of intervention that are empowering and advance social and economic justice
- Learn theoretical frameworks that explain individual and family development across the life span, as well as developmental theories that apply to groups, organizations and communities

### Skills

- Become change agents and work effectively in increasingly complex, culturally and racially diverse communities

## INTERIM DEPARTMENT CHAIR

David Chenot

## DEPARTMENT OFFICE/WEBSITE

Education Classroom 207  
657-278-8452  
[hhd.fullerton.edu/MSW](http://hhd.fullerton.edu/MSW)

## PROGRAM OFFERED

Master of Social Work

## FACULTY

Caroline Bailey, Alexander Ballan,  
David Chenot, David Cherin, Christine  
Ford, Sean Hogan, Juye Ji, Mikyong  
Kim-Goh, Marcella Mendez, Marilyn  
Milligan, Debra Saxton



- Understand, value and respect the multicultural perspectives, as well as recognize and apply skills of change to conditions of racism, sexism, homophobia and other forms of oppression, discrimination and social and economic injustice at the individual, family, organizational and governmental levels
- Apply knowledge and skills of a generalist social work perspective that is contextually and culturally competent
- Leadership roles in public social service organizations

### Experience

- Analyze social welfare policy and formulate advocacy and practice techniques
- Use supervision and consultation appropriately
- Apply knowledge and skills of advanced social work practice in the specialized areas of Child Welfare and Community Mental Health
- Function effectively within the structure of organizations and service delivery systems, and when appropriate, facilitate organizational change necessary to promote social work values and ethics

### CONCENTRATIONS

The Master of Social Work degree offers opportunities for study in two substantive areas: Child Welfare and Community Mental Health.

#### Child Welfare Concentration (CW)

The Child Welfare (CW) concentration prepares students for practice in a variety of settings, including child welfare/protective services, health care, mental health, public social services, schools, community-based outpatient agencies, corrections/juvenile justice, residential treatment, programs for persons with developmental disabilities, domestic violence shelters and other specialized programs.

#### Community Mental Health Concentration (CMH)

The Community Mental Health (CMH) concentration prepares students for practice in a variety of mental health settings, including psychiatric hospitals, residential treatment, county mental health clinics, correctional institutions, substance abuse treatment and other specialized programs.

### CALSWEC M.S.W. PROGRAM

The M.S.W. Program at CSUF has established eligibility for the CalSWEC Title IV-E training funds.

California Social Work Education Center (CalSWEC) is a unique partnership between social work education and the publicly supported child welfare structure. The mission and goals of the CalSWEC program is to re-professionalize public child welfare. CalSWEC provides financial support to M.S.W. students in exchange for a commitment to work in a public child welfare agency

for a minimum of one year for every year of support received. The intent of the program is to strengthen and enhance the quality of practice by professionally trained and educated public child welfare social workers.

The Title IV-E stipends provide for either two (2) or three (3) years of support for students enrolled in the M.S.W. program, full-time or part-time, respectively. The student signs a contract to secure full-time employment in a public child welfare agency for two (2) years (one year of employment for each year of support) but is expected to remain in public child welfare employment for longer than this minimum period. Once accepted into the program, students must undergo pre-screening for county employment, including fingerprinting and participation in the criminal clearance process.

With the passage of the Mental Health Services Act, a parallel training stipend program was established in California for M.S.W. students who specialize in mental health. Similar to the child welfare training, the Mental Health Initiative, also managed by CalSWEC, offers training stipends for one year of support for students enrolled in the M.S.W. program in exchange for a commitment to work in a public mental health agency for a minimum of one year for every year of support received.

### MASTER OF SOCIAL WORK (60 UNITS)

#### Admission Requirements

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, requirements for admission to conditionally classified standing in the program include:

- Commitment to a two-year cohort course of study for completion of the M.S.W., or a three-year course of study
- Have earned a minimum grade-point average of 3.0 in the last 90 quarter units or last 60 semester units as documented by official transcript(s) from all higher education institutions attended
- A strong liberal arts undergraduate foundation that is similar to the undergraduate graduation requirements from the California State University or University of California systems
- Evidence of language skills and/or cultural experiences appropriate to the diverse communities to be served
- One year of paid or volunteer experience in a human service context or related area
- Submission of a personal statement self-assessment essay. Students must submit a written essay explaining why they would be good candidates for the program, including a description of their experience and/or commitment to social work, evidence of personal qualifications, motivation and potential that shows promise of becoming a successful social worker
- Submission of three letters of reference, including professional references and those from academic instructors

- Completion of an interview
- Submission of two applications – a CSUmentor (csumentor.edu) application and the Department of Social Work application submitted online to the department
- For international students from countries where English is not the official language, a score of 575 on the paper exam is required. A student scoring between 555-574 on the paper exam or 83-88 on the Internet-based TOEFL may be admitted conditionally depending upon an evaluation of the entire application file
- Accessibility Issues – Special accommodations for disabled students will be made on an individual student, as-needed basis in compliance with the CSUF Catalog (online catalog at fullerton.edu/disabledservices/handbook/SupportiveServices.htm). Please contact the instructor and department chair for more information
- Submission of an academic or professional piece of writing
- The Graduate Record Exam (GRE) may be submitted as an optional form of documentation, but is not required

### Classification and Advancement to Candidacy

Advancement to classified standing and candidacy requires the student to maintain continued good academic standing in all course-work and field experiences. In the case of unsatisfactory academic performance, the chair of the Social Work department, with the approval of the Office of Graduate Studies, shall recommend remediation or dismissal of a student.

Under special circumstances, a graduate student may be approved for a one-semester leave of absence or, with approval of the Social Work department, for a two-semester leave in extraordinary circumstances. For such consideration, the student must be in good academic standing. (See the “Graduate Regulations” section of this catalog for additional details concerning advancement to classified standing or candidacy.)

Students will be required to meet with their faculty adviser and declare a concentration during their second semester of study.

### Advisement

Upon admission to the program, each student is assigned to a faculty adviser. Advisers provide academic assistance, help students develop official study plans and monitor their progress throughout the duration of enrollment. Students must consult their adviser on a regular basis.

### M.S.W. CURRICULUM

The M.S.W. requires completion over two years of full-time study, or a three-year program that slightly modifies this course of study and spreads the 60 units over three years. Foundation coursework is based on a generalist social work practice curriculum that prepares students for advanced academic work in one of two concentrations, Child Welfare or Community Mental Health.

Students are exposed to lifespan perspectives that address life cycle issues and concepts from birth to old age. While the concentrations are designed to allow students to focus on a particular population, it is expected that the student’s education will involve sufficient foundational content to allow him or her to transfer this knowledge to any population or service setting.

The program will emphasize a Direct Practice method. This methodological approach is designed to prepare students for advanced practice and leadership roles in public and nonprofit social services agencies and in voluntary agencies serving children, youth and families and in those providing community mental health services to the chronically and seriously mentally ill.

### FIRST YEAR FOUNDATION CURRICULUM

- MSW 501 Social Work Perspectives on Human Behavior I (3)
- MSW 502 Social Work Perspectives on Human Behavior II (3)
- MSW 510 Social Work Practice I (3)
- MSW 511 Social Work Practice II (3)
- MSW 520 Social Welfare Policy and Services I (3)
- MSW 521 Social Welfare Policy and Services II (3)
- MSW 530 Applied Social Work Research Methods I (3)
- MSW 540 Social Work Field Instruction I (3)
- MSW 541 Social Work Field Instruction II (3)
- MSW 550 Social Work Practice with Diverse Populations (3)

### SECOND YEAR ADVANCED CURRICULUM Child Welfare Concentration

- MSW 503 Social Work Perspectives on Human Behavior III (3)
- MSW 512 Child Welfare: Advanced Practice I (3)
- MSW 522 Child Welfare Policy and Social Work (3)
- MSW 542 Advanced Social Work Field Instruction I (3)
- MSW 543 Advanced Social Work Field Instruction II (3)
- MSW 564 Professional Issues in Social Work: Supervision, Ethics and Finance (3)

Two three-unit electives – required to graduate. Of the two, one must be an advanced practice course

*Electives (3 units), including:*

- MSW 531, 561, 570
- COUN 522, 525, 535
- HESC 520
- PSYC 545
- SOCI 503/GERO 503

*Culminating Experience (6 units)*

- MSW 596 Master’s Project Development (3)
- MSW 597 Master’s Project (3)

### **Community Mental Health Concentration**

MSW 503 Social Work Perspectives on Human Behavior III (3)

MSW 514 Community Mental Health: Advanced Practice I (3)

MSW 523 Mental Health Policy and Social Work (3)

MSW 542 Advanced Social Work Field Instruction I (3)

MSW 543 Advanced Social Work Field Instruction II (3)

MSW 564 Professional Issues in Social Work: Supervision, Ethics and Finance (3)

Two three-unit electives – required to graduate. Of the two, one must be an advanced practice course

*Electives (3 units), including:*

MSW 531, 561, 570, 580

COUN 522, 525, 535

HESC 520

PSYC 545

SOCI 503/GERO 503

*Culminating Experience (6 units)*

MSW 596 Master's Project Development (3)

MSW 597 Master's Project (3)

### **SOCIAL WORK COURSES**

Courses are designated as MSW in the class schedule.

#### **501 Social Work Perspectives on Human Behavior I (3)**

Prerequisite: admission to MSW program. Ecological systems theory used in social work profession for clinical and policy-oriented assessments of human functioning and needs during infancy, childhood and adolescence. Reciprocal relationships between human behavior and the social environment.

#### **502 Social Work Perspectives on Human Behavior II (3)**

Prerequisite: MSW 501. Ecological model used in social work profession for clinical and policy oriented assessments of human functioning and needs from young adulthood through old age. Reciprocal relationships between human behavior and the social environment.

#### **503 Social Work Perspectives on Human Behavior III (3)**

Prerequisite: MSW 502. Advanced social work theory and application regarding development of human psychopathology across the life span, including understanding and diagnosing dysfunctional behaviors with the DSM-IV TR.

#### **510 Social Work Practice I (3)**

Prerequisite: admission to MSW program. Critical analysis and examination of social work roles and integration of those roles within a person-environment perspective. Focuses on an integrative framework combining direct practice with individuals, families, groups and communities with a commitment to organizational and

social change.

#### **511 Social Work Practice II (3)**

Prerequisite: MSW 510. Further deepens knowledge and skills essential for social work practice, including individual, family, group, community and organizational interventions. Cultural responsiveness, commitment to professional competence and ethics, interprofessional development, social and economic justice, and client empowerment.

#### **512 Child Welfare: Advanced Practice I (3)**

Prerequisites: MSW 510, 511. First of two advanced practice courses for students preparing for careers in public child welfare. Assessment and intervention model, and the practice of social work within the legal context of the dependency court.

#### **513 Child Welfare: Advanced Practice II (3)**

Prerequisites: MSW 510, 511, 512 and advancement to second year. Integration of theory and practice pertaining to social workers' roles in child welfare settings. Application of direct intervention models and development of advanced specialized skills for addressing the behavioral, emotional and situational problems of children and families.

#### **514 Community Mental Health: Advanced Practice I (3)**

Prerequisite: MSW 511. Application of theory and practice with diverse populations utilizing a multicultural framework and case materials to analyze treatment issues and empowerment strategies in community mental health. Individual, family and group strategies.

#### **515 Community Mental Health: Advanced Practice II (3)**

Prerequisite: MSW 514. Psychosocial rehabilitation and recovery as the dominant treatment model in contemporary community mental health programs. Use of psychoeducation to address chronic mental illness, substance abuse, depression, anxiety and family violence.

#### **520 Social Welfare Policy and Services I (3)**

Prerequisite: admission to MSW program. History of social welfare and the social work profession, the evolution of social work values and ethics and a broad array of U.S. social welfare services including income maintenance, health care, mental health and child welfare.

#### **521 Social Welfare Policy and Services II (3)**

Prerequisite: MSW 520. Policy practice knowledge, skills, advocacy strategies, values and ethics regarding the political processes underlying social welfare policy development and practice. Diverse methods of policy analysis and policy issues that are important to multicultural populations. Fulfills Graduate Writing Requirement.

#### **522 Child Welfare Policy and Social Work (3)**

Prerequisite: MSW 521. Conceptual and pragmatic underpinnings of federal, state and local policies, as well as specific laws and regulations influencing social work practice with children, youth and their caregivers.

**523 Mental Health Policy and Social Work (3)**

Prerequisite: MSW 521. Social welfare policy issues in the understanding and treatment of mental disorders at the national, state and local levels. Major factors influencing the provision of mental health services such as managed care.

**530 Applied Social Work Research Methods I (3)**

Prerequisite: admission to MSW program. Evaluation, appraisal and application of the concepts, design and process of applied research in social work, focusing on foundation skills in conducting empirical research within the context of theory, literature review, research design and measurement, research ethics and professional practice.

**531 Applied Social Work Research Methods II: Practice and Program Evaluation (3)**

Statistical methods utilized to evaluate delivery of social services.

**540 Social Work Field Instruction I (3)**

Prerequisite: admission to MSW program. Fieldwork experience in a social services agency under the supervision of professional social workers. Introduces the range of professional roles, social services infrastructure and policies, professional ethical standards, case management principles and social work intervention modalities.

**541 Social Work Field Instruction II (3)**

Prerequisite: MSW 540. Continued and advanced supervised social work practice experience in a community agency utilizing direct social service practice skills. Greater in-depth focus on collaborative client case management to prepare students for professional employment with emphasis on effective practice with diverse populations.

**542 Advanced Social Work Field Instruction I (3)**

Prerequisite: MSW 541. Advanced supervised social work practice in a community agency with focus on the range of professional social work roles in child welfare or community mental health settings. Requires 2 hrs/wk seminar and 20 hrs/wk agency placement.

**543 Advanced Social Work Field Instruction II (3)**

Prerequisite: MSW 542. Continuation and intensification of supervised social work practice in a community agency with focus on advanced practice skills in community mental health or child welfare settings. Requires 2 hrs/wk. seminar and 20 hrs/wk agency placement.

**550 Social Work Practice with Diverse Populations (3)**

Prerequisite: admission to MSW program. Prepares future social workers to examine social work case management issues related to disadvantaged client groups based on race, ethnicity, gender, sexual orientation, age and disability status. Ecological diversity-sensitive practice, advocacy and empowerment of vulnerable clients.

**561 Social Work Practice and the Law (3)**

Major legal issues, policies and resources relevant to social workers. Issues such as abortion, adoption, child custody, right to treatment, mental health commitment procedures, children's rights, rights of the elderly, marriage and divorce.

**564 Professional Issues in Social Work, Supervision, Ethics and Finance (3)**

Prerequisite: MSW student in good standing. Develop working knowledge and skill set that will enable students to provide supervision and financial leadership in the modern human services organization.

**570 Social Work Practice in Substance Abuse Treatment (3)**

Theories and methods in the diagnosis and treatment of substance abuse disorders, focusing on the role of social workers in the prevention/intervention of substance abusers and their families. Dual diagnoses, prenatal drug/alcohol exposure and challenges for special group.

**580 Social Work Practice with the Poor and the Homeless (3)**

Homelessness in the context of social responsibility for the poor. Legal, social and economic context of homelessness; diversity of the homeless, their special needs and behaviors and assesses systems of care and treatment.

**596 Master's Project Development (3)**

Prerequisite: MSW 530. Under direction and approval of a faculty advisor, a student develops and prepares the beginning chapters of their MSW project and submits human subjects' approval to conduct research. Prepares students to complete their project.

**597 Master's Project (3)**

Prerequisites: MSW 530, 596. Under direction and approval of a faculty advisor, student completes a research project on a question development in MSW 596. This is a final written project that culminates the MSW degree program.

**599 Independent Graduate Research (1-3)**

Prerequisite: consent of graduate program adviser and instructor. Individual research on a library or empirical project in a selected area of social work with collaboration of a member of the faculty, culminating in one or more papers. May be repeated for credit up to a maximum of four units.





# Sociology

College of Humanities and Social Sciences

## DEPARTMENT CHAIR

Michael Perez

## DEPARTMENT OFFICE/WEBSITE

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## PROGRAMS OFFERED

Bachelor of Arts in Sociology

Concentrations:

Aging and the Life Course

Deviance and Social Control

Education

Family

Race, Class and Gender

Social Work

Minor in Sociology

Master of Arts in Sociology

## FACULTY

Anthony Alvarez, John Bedell, Dennis Berg, Dana Collins, Randall Contreras, Alan Emery, Roberta Espinoza, Jorge Fontdevila, Ronald Hughes, Hilla Israely, Sharon Kim, Edythe Krampe, Patricia Literte, Michael Perez, Carter Rakovski, Devon Thomas, Berna Torr, Eileen Walsh, Joseph Weber

## INTRODUCTION

Sociology is the systematic and scientific study of society and social behavior. The sociologist looks beyond individual and unique events to the predictable broad patterns and regular occurrences of social life that influence individuals. Studies range from the profound impact of post-industrial societies on family life, crime, mass communications, gender, race, ethnicity and intergenerational relations to the study of emotions and the values that govern daily social encounters.

The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, the nonprofit sector, international development, marketing, urban and environmental planning, public relations, human resource management, criminal justice, counseling and other social service professions. The Bachelor of Arts in Sociology will also prepare a student for advanced studies in several areas, including sociology, social work, environmental studies, education, public health and urban planning.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in Sociology:

### Sociological perspective

- Define and apply the basic concepts of sociology including culture, status, roles, norms, institutions, social class, race, gender and inequality
- Understand the role of theory in sociology, evaluate the foundations of sociological theory and evaluate major modern theories, such as functionalism, conflict theory, symbolic interactionism and feminist theory
- Understand the macro structure of society, evaluate and apply various theoretical positions explaining social order and social change, evaluate and apply various theoretical positions explaining the functions of social institutions and their interrelatedness
- Understand the microstructure of society, evaluate and apply various theoretical positions explaining the reciprocal relations between individuals and the groups in which they are embedded

### Research Methods

- Understand the design of research, including sampling, measurement and data collection, construct a sampling design illustrating the principles of random selection and stratification, identify possible measures of concepts, distinguish between reliability and validity, identify strengths and weaknesses of alternative methods of data collection
- Understand ethical issues that arise in the course of research, identify the critical ethical issues in research, such as confidentiality, informed consent and minimization of risk of subjects, be aware of various professional codes of ethics, such as the code

of ethics of American Sociological Society, identify studies that illustrate the critical ethical issues in research

### Data Analysis and Computer Competency

- Understand both quantitative and qualitative analysis of data, present statistical information about one or more variables, compute and interpret various statistics about variables in samples, conduct inferential testing in order to generalize about population parameters using sample statistics, use qualitative data in generating and testing a theory, write a research report using both quantitative and qualitative data
- Acquire computer competency for analyzing and presenting sociological findings, become familiar and competent in the use of various online databases of published research, become familiar and competent in the use and application of various software packages for both quantitative and qualitative data analysis (e.g., SPSS), become familiar and competent in the use and application of various word processing software for the purpose of writing sociological papers and reports (e.g., Word), become familiar and competent in the use and application of various software packages for the purpose of presentations (e.g., Power Point, Excel), become familiar and competent in the use of the Internet and Web pages for the purpose of researching and gathering sociological information

### Skills

- Think critically, identify the structure of an argument presented in oral or written form, identify any weaknesses in the structure of an argument, its background, assumptions and its evidence, identify basic fallacies in reasoning
- Communicate effectively by competent reading, writing and speaking, read and understand professional-level sociological reports, write a clear, grammatical, well-thought out well-organized report of sociological findings, make oral presentations of sociological content acquired in small groups, as well as outside of the classroom
- Identify, locate, evaluate and competently use information, acquire basic understanding of information-seeking practices and retrieval tools from both traditional sources and the expanding of digital sources, acquire skills in accessing, evaluating and using information, recognize the power of information and demonstrate ethical behavior and academic integrity as students, consumers and producers of information

### Sociological Internship

SOCI 495 offers opportunities to participate in supervised field activities. Students must make arrangements with the Internship Coordinator during the semester prior to enrollment in the course.

### Independent Study

SOCI 499 allows students to expand upon their special interests in the field of sociology. Independent studies are usually in areas not covered by the normal course offerings of the department and consists of individual research projects. Enrollment in the course requires that students meet regularly with their faculty supervisors.

## BACHELOR OF ARTS IN SOCIOLOGY (120 UNITS)

The Bachelor of Arts in Sociology requires 36 units in the major, including 12 units of core courses and 24 units of adviser-approved electives tailored to each student's career objectives. SOCI 101 is a required prerequisite for most sociology courses. It is recommended that SOCI 302 be one of the first upper-division Sociology courses, and SOCI 410 be taken after 15 units of sociology.

All courses counting towards the major must be taken for a letter grade. Students must pass core courses and the writing requirement with a "C" (2.0) or better.

### Core Courses (12 units)

- SOCI 101 Introduction to Sociology (3)
- SOCI 302 Social Research Methods (3)
- SOCI 303 Statistics for the Social Sciences (3)
- SOCI 410 Theories of Social Behavior (3)

### Upper-Division Writing Requirement (3 units)

- SOCI 308 Writing for Sociology Students (3)

### Electives (24 units)

Select coursework in sociology consistent with career objectives.

### Concentration Options

As part of the electives, sociology majors have the option of selecting one of the following concentrations in consultation with a faculty member. A concentration consists of 12 units selected from the courses listed within each concentration below.

#### *Aging and The Life Course*

##### *Required (3 units)*

- SOCI 353 Sociology of Childhood (3)
- OR SOCI 443 Sociology of Aging (3)

##### *Electives (9 units)*

- SOCI 360, 433, 455; 495 OR 499

#### *Deviance and Social Control*

##### *Required (3 units)*

- SOCI 411 Criminology (3)
- OR SOCI 413 Juvenile Delinquency (3)

##### *Electives (9 units)*

- SOCI 325, 348, 365, 385, 408, 415, 416, 466; 495 OR 499

#### *Education*

##### *Required (3 units)*

- SOCI 352 Sociology of Education (3)

##### *Electives (9 units)*

- SOCI 341, 350, 351, 353, 356, 413, 473; 495 OR 499

### ***Family***

#### *Required (3 units)*

SOCI 351 Sociology of Families (3)

#### *Electives (9 units)*

SOCI 304, 341, 350, 353, 354, 381, 385, 443, 459; 495 OR 499

### ***Race, Class and Gender***

#### *Required (3 units)*

SOCI 356 Social Inequality (3)

#### *Electives (9 units)*

SOCI 304, 354, 355, 357, 381, 443; 495 OR 499

### ***Social Work***

#### *Required (3 units)*

SOCI 300 Social Work (3)

#### *Electives (9 units)*

SOCI 305, 353, 356, 357, 385, 408, 413, 416, 433, 443, 455, 459;  
495 OR 306 OR 499

### **MINOR IN SOCIOLOGY (21 UNITS)**

To earn a minor in sociology, a student must have a "C" (2.0) average or better in their sociology curriculum. Up to 12 units of sociology coursework may be transferred from another college or university.

#### **Required (9 units)**

SOCI 101 Introduction to Sociology (3)

SOCI 302 Social Research Methods (3)

SOCI 410 Theories of Social Behavior (3)

#### **Electives (12 units)**

Select 12 units of upper-division coursework in sociology.

### **MASTER OF ARTS IN SOCIOLOGY (30 UNITS)**

The Master of Arts in Sociology provides advanced study in general sociology. It offers an opportunity to broaden one's knowledge of society, strengthen skills of sociological analysis and conduct research in depth in an area of particular interest. It may be used as preparation for study toward the doctorate in sociology, for community college teaching, participation in research or for a variety of positions in business and industry, corrections, the community or government.

Depending on options chosen by the student, the core course sequence is augmented with requirements for the special emphasis and electives.

#### **Prerequisites**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants must have a grade-point average of 3.0 or better in the

last 60 units of college work and a grade-point average of 3.25 or better for all work in sociology. A minimum of 18 upper-division units in sociology is required, including the following courses or their equivalents:

SOCI 302 Social Research Methods (3)

SOCI 303 Statistics for the Social Sciences (3)

SOCI 410 Theories of Social Behavior (3)

Courses in methods, statistics and theory must have been completed within the last five years prior to application. Three letters of reference attesting to the applicant's academic potential, a statement of purpose and a writing sample must be sent to the graduate coordinator. In some cases, an interview may be required.

Students may be accepted as conditionally classified sociology majors with either course or GPA deficiencies. Deficiencies must be corrected within one year of admission to the program.

Students will be classified upon the fulfillment of the above prerequisites and after an approved study plan has been developed, in consultation with the Graduate Coordinator.

#### **Study Plan**

The study plan for the degree must be completed with a minimum grade-point average of 3.0 with no course below a "C" (2.0). The study plan requires a minimum of 24 units at the 500 level approved by the student's adviser, and includes the following:

#### *Required Core Courses (15 units)*

SOCI 501T Seminar: Topics in Societal Structure and Process (3)

SOCI 502A The Research Process (3)

SOCI 502B The Research Process (3)

SOCI 581 Advanced Theories of Social Behavior (3)

SOCI 585 The Practice of Sociology (3)

*Note:* SOCI 581 and 585 are designed to be taken during the first semester of graduate studies. SOCI 502A and 585 meet the University Graduate Writing Requirement

#### *Electives (12 units)*

Maximum six units of approved 400-level Sociology courses.

*Thesis/Project/Comprehensive Exam (3 units), at least one of the following:*

SOCI 597 Project (3)

SOCI 598 Thesis (3)

SOCI 599 Independent Graduate Research plus Comprehensive exam (3)

It is highly recommended that students planning on doctoral studies complete the thesis option.

For further information, consult the graduate coordinator.

## **SOCIOLOGY COURSES**

Courses are designated as SOCI in the class schedule.

### **101 Introduction to Sociology (3)**

Basic concepts of sociology: includes social interaction, culture, personality, social processes, population, social class, the community, social institutions and socio-cultural change. One or more sections offered online.

### **133 Introduction to Gerontology (3)**

Prerequisite: completion of General Education (G.E.) Category D.1. Multidisciplinary overview of characteristics, strengths and problems of older persons; diversity in aging process involving gender, race, ethnicity, subculture; services to older adults; gerontology as an academic discipline and a field of practice. One or more sections offered online. (Same as GERO 133)

### **300 Social Work (3)**

Prerequisite: SOCI 101. History, philosophy, values of social work profession, fields of practice (casework, group work, macro practice); theories of human behavior in social environments. Social work as career objective and qualifications necessary. Recommended for students considering careers in human services, social work, social policy development. One or more sections offered online.

### **302 Social Research Methods (3)**

Prerequisite: SOCI 101. Qualitative and quantitative perspectives on social research. Purpose and components of qualitative and quantitative research design, including the role of theory in research, sampling, reflexivity, the practice of mixed methods of data collection, analysis and writing results. One or more sections offered online.

### **303 Statistics for the Social Sciences (3)**

Prerequisites: completion of G.E. Categories B.4 and D.1. Techniques for the elementary statistical analysis of social data. Description and inferential measures include tests, chi-square, analysis of variance, contingency table analysis and linear regression. One or more sections offered online.

### **304 The Black Family (3)**

(Same as AFAM 304)

### **305 Social Work Practice (3)**

Prerequisites: SOCI 101 or equivalent. Theories, methods, principles, ethics, fields of social work practice. Generalist model; micro (individual), mezzo (group), macro (organization, community, advocacy, case management) levels of intervention. Recommended for students considering careers in human services, counseling, social work or social policy development. Methods and theories underlying social work practice.

### **306 Applying Sociology in the Community (3)**

Prerequisite: SOCI 101, 302. Combines community service with an analysis of select community issues. At least 40 hours of community service required, applying theories and methods to field site. Findings and analysis discussed in weekly meetings. One or more sections offered online.

### **308 Writing for Sociology Students (3)**

Prerequisite: SOCI 101. Composition, sources of information and sociological writing for different audiences. Satisfies the classroom portion of the upper-division writing requirement for sociology majors. Instructional fee. One or more sections offered online.

### **309 Computer Applications in Sociology (3)**

Prerequisite: SOCI 101. Introduction to using computers in Sociology. Training in using Microsoft applications and micro-computers as it relates to research, data analysis, publications and presentations. Topics include survey analysis with SPSS; constructing and editing data files and word processing. One or more sections offered online.

### **325 The American Drug Scene (3)**

Prerequisite: SOCI 101. Uses sociological theory and research to understand drug use in the U.S. Topics include drug subcultures, moral panics, drug policies and their social consequences, and trends in drug use.

### **341 Social Interaction (3)**

Prerequisite: SOCI 101. Social and socio-psychological dimensions of group behavior and the socialization of the individual. Social interaction and its impact on the individual and personality formation. One or more sections offered online.

### **345 Sociology of Communication (3)**

Prerequisite: SOCI 101. Social processes involved in communicating with symbols-verbal, visual and "body-language" in interpersonal settings and the mass media.

### **348 Collective Behavior (3)**

Prerequisite: SOCI 101. Characteristics of crowds, mobs, publics. Social movements and revolutions, their relation to social unrest and their role in developing and changing social organization.

### **350 Social Relationships and Emotions (3)**

Prerequisite: SOCI 101. Social relationships, emphasizing emotional bonds as the primary integrating force, including interactions between emotions and relationships.

### **351 Sociology of Families (3)**

Prerequisites: SOCI 101 and completion of G.E. Category D.1. Family as a social institution. Historical and cross-cultural perspectives; social change affecting marriage and the family; analysis of American courtship and marriage patterns; the psycho-dynamics of family life. One or more sections offered online.



### **352 The Sociology of Education (3)**

Prerequisites: SOCI 101 and completion of G.E. Category D.1. Education as a social institution and agent of socialization. Dynamic interplay with economic, political, religious, family institutions and community. Gender, race and class inequality in education. Cross-national perspectives on education and related social problems and social policy. One or more sections offered online.

### **353 Sociology of Children and Youth (3)**

Prerequisites: SOCI 101 and completion of G.E. Category D.1. Historical, cross-national and contemporary views of children, adolescents and youth up to age 25; life course perspectives; inequalities of childhood, adolescence and early adulthood; childhood socialization; social problems of children and youth; recommendations for social policy.

### **354 Gender, Sex and Society (3)**

Prerequisite: SOCI 101. Gender as a social and institutional construct, including analyses of identity, sexuality, media, family, work, economy, the state and global relations. One or more sections offered online.

### **355 Women in Contemporary Societies (3)**

Prerequisite: SOCI 101. Micro and macro analyses of women's roles and experiences in contemporary societies. Topics may include gender socialization, institutional inequalities, women's work, violence against women, resistance to inequality, women's health and sexuality.

### **356 Social Inequality (3)**

Prerequisites: SOCI 101 and completion of G.E. Category D.1. Development, patterns, structures and consequences of social inequality, with emphasis on social class, race, ethnicity, gender and sexuality in the U.S. Dynamics of resistance and social change. One or more sections offered online.

### **357 Race and Ethnic Relations (3)**

Prerequisite: SOCI 101. Development and current conditions of minority/majority relations through study of social, political and economic causes and consequences of prejudice and discrimination. Evolutionary and revolutionary movements for change. One or more sections offered online.

### **360 Sociology of Death and Dying (3)**

Prerequisite: SOCI 101. Dying as a social process; functions of bereavement behavior; the grief process; fear of death and dying; death-related rituals, demographic aspects of mortality; American death acceptance-denial controversy. One or more sections offered online.

### **361 Population and the Environment (3)**

Prerequisite: SOCI 101. Population composition, growth and movement. Social factors affecting birth rates, death rates and migration. Environmental and resource base implications of population growth, urbanization and migration. Role of the economy, poverty, gender and development on population dynamics.

### **365 Law and Society (3)**

Prerequisite: SOCI 101. Relationship between a society and its laws using sociological theory and major concepts. Analysis of court process, legal professions and related social institutions.

### **371 Sociology of City Life (3)**

Prerequisite: SOCI 101. Ecology, patterns of growth, institutional inequalities, social problems, cultures and organized resistances of urban communities in global contexts. One or more sections offered online.

### **381 Sociology of Sexualities (3)**

Prerequisite: SOCI 101. Sociological aspects of sexualities, socio-historical and comparative perspectives; relationships of sexual constructs to life cycle, gender, race, class, nation and power. One or more sections offered online.

### **385 Family Violence (3)**

Prerequisite: SOCI 101. Contemporary issues of family violence: victims, perpetrators and societal responses. Causes, intervention and prevention of all types of abuse – child, sibling, spouse, parent and elder – through the examination of theories, research findings and practical field application.

### **408 Sexual Abuse in American Society (3)**

Prerequisites: SOCI 101, 466. Sociological examination of sexual abuse in contemporary society, specifically patterns of forcible rape and child sexual victimization. Theories and research findings regarding causes, consequences and other dynamics of sexual victimization, including responses of social groups to such victimization.

### **410 Theories of Social Behavior (3)**

Prerequisite: SOCI 101 or junior or senior standing. Main schools of sociological thought, both European and American. Systems of theory, methodology of theorists, cultural change and social institutions. One or more sections offered online.

### **411 Criminology (3)**

Prerequisite: SOCI 101. Extent, causes and control of criminal behavior. Criminal law, causal factors and theories, correctional institutions, probation and parole and preventive efforts.

**413 Juvenile Delinquency (3)**

Prerequisite: SOCI 101. Juvenile delinquency as a social problem. Sociological study of the causes of delinquent behavior and programs of control, treatment and prevention.

**415 Sociology of Corrections (3)**

Prerequisite: SOCI 101, 411 or 413. Current problems and programs in probation, parole and correctional institutions. For students planning careers in corrections.

**416 Sociology of Alcoholism (4)**

Prerequisite: SOCI 101. Sociological analysis of alcoholism. Socio-emotional causes and consequences of this type of drug addiction. (3 hours seminar; 2 hours activity)

**429 Sociology of the Welfare State: Politics, Policy and Inequalities (3)**

Prerequisites: SOCI 101; SOCI 354, 355, 356, 357 or 463. State interventions in social inequalities based on class, race and gender, focusing on the welfare state and social policy as the major vehicles for redressing inequality in advanced industrial societies.

**433 Aging and Social Services (3)**

Prerequisite: SOCI 101 or junior or senior standing. Sociological analysis of social problems of aging with special emphasis on strategies of intervention and barriers to service utilization. Critical examination of community service delivery systems. Review career opportunities and qualifications required. (Same as GERO 433)

**443 Sociology of Aging (3)**

Prerequisite: SOCI 101. Population age structure; theories of aging; aging in family, economic, political, religious, educational, leisure/aesthetic institutions, aging and ethnicity, social policy and the future of aging. One or more sections offered online. (Same as GERO 443)

**445 Gender and Work in Global Perspective (3)**

Prerequisites: SOCI 101, WMST 205. Gendered work in global contexts, analyzing the intersections of race/class/gender/sexuality/nation in shaping men's and women's relationships to work, home and the global economy.

**455 Sociology of Health and Illness(3)**

Prerequisite: SOCI 101. Comprehensive sociological perspective for interpreting medicine and medical behavior. Multifaceted approach to disease processes as they affect the individual and others in his environment, health practice and petitioners, health institutions, and the cost and service of health services.

**458 Sociology of Religious Behavior (3)**

Prerequisite: SOCI 101. Religious behavior examined by social science theories. Religious rituals/beliefs to cope with anxiety and powerlessness before natural forces and social structures and processes. Religion's contributions to individual identity, societal order and change. One or sections offered online. (Same as CPRL 458)

**459 The Sociology of Marital Dissolution (3)**

Prerequisite: SOCI 101. Social-psychological causes and consequences of voluntary marital dissolution (separation, divorce). Topics include: erosion of attachment, personal identity changes, changing and new relationships with others, starting over, dating again, sexuality changes, loneliness, anxieties.

**463 Political Sociology (3)**

Prerequisite: SOCI 101. Theoretical perspectives; nature of power and authority; social structure and political institutions; elites and decision making; social influences on political behavior; political movements.

**466 Deviant Behavior (3)**

Prerequisite: SOCI 101. Social construction, nature and patterns of deviance. Topics include theories of deviance, research on deviance, types of deviance, constructing deviance, deviant identity, relations among deviants, deviant acts and deviant careers.

**467 Sociology of Sport (3)**

Prerequisite: SOCI 101. Nature, position, functions and growing importance of sports in contemporary industrial society. Particular emphasis given to relationships between structure, variety and extent of sports activity and other institutional sectors in society.

**473 Formal Organizations (3)**

Prerequisite: SOCI 101 or equivalent. Sociological analysis of formal organizations (industrial, governmental, welfare, military, medical, educational, correctional, etc.) as systems of social interaction. Topics include blueprinted vs. informal organization, structure, authority, decision-making, role conflicts, communication and morals.

**476 Sociology of Charity and Nonprofits (3)**

Prerequisite: completion of G.E. Category D.1. Sociological perspectives on giving and volunteering; roles of charitable organizations in the U.S.; forms of generosity; purpose and characteristics of U.S. nonprofits; how local nonprofits address social problems; theories of social capital and civic engagement. Service-learning option at local nonprofit.

**495 Sociological Internship (3)**

Prerequisites: completion of 12 upper-division units of Sociology and minimum 3.0 GPA in the major. Supervised field experience permitting application of relevant sociological material in practical settings. Requires 120 hours in the field. One or more sections offered online.

**499 Independent Study (1-3)**

Prerequisites: completion of 12 units of Sociology and minimum 3.0 GPA. Individual research project, either library or field. Student must enroll with an instructor whose recognized interests are in the area of the planned independent study. Conferences with the instructor as necessary and the work culminated in one or more papers. May be repeated for credit.

**500 Process of Adult Development and Aging (3)**

(Same as GERO 500)

**501T Seminar: Topics in Societal Structure and Process (3)**

Prerequisite: consent of instructor. Analysis of a specialization within the study of society such as: socialization and personality; deviance; social change; institutional structure and process. May be repeated for credit.

**502A The Research Process (3)**

Requires the completion of a research project, including such elements as theory construction, hypotheses formation, sampling, survey construction, data collection and data analysis. Meets the University Graduate Writing Requirement. Instructional fee.

**502B The Research Process (3)**

Prerequisite: SOCI 502A. Problems of social research. Causal inferences, value bias and measurement, construction of scales. Instructional fee.

**503 Aging and Public Policy (3)**

(Same as GERO 503)

**504T Selected Topics in Gerontology (3)**

(Same as GERO 504T)

**508 Social and Ethical Issues in Aging (3)**

(Same as GERO 508)

**581 Advanced Theories of Social Behavior (3)**

Prerequisite: SOCI 301 or equivalent. Basic elements and key problems in constructing and evaluating sociological theories.

**585 The Practice of Sociology (3)**

Prerequisite: graduate standing in sociology. Nexus between theory and methods in current sociological research. Uses applied skills to critically analyze specified studies in sociology. Meets the University Graduate Writing Requirement.

**596 Teaching Symposium (3)**

Prerequisite: consent of adviser. Placement with mentor for training to each college-level sociology classes. Pedagogy, course design and assessment.

**597 Project (3)**

Prerequisites: classified standing in the M.A. in Sociology program and proposal approved by supervising faculty member and the Sociology Department Graduate Studies committee. Under the direction of a faculty member, a topic that integrates learning in the program with an applied area of student's interest will be selected, and a major project on the topic will be developed and submitted.

**598 Thesis (3)**

Prerequisites: acceptance as a candidate for the Master of Arts in Sociology, and approval of topic. Individual research under supervision, reported in a thesis and defended successfully in an oral examination conducted by a faculty committee.

**599 Independent Graduate Research (3)**

Prerequisites: consent of graduate adviser and instructor. Individual research on a library or empirical project, with conferences with instructor as necessary, culminating in one or more papers. May be repeated for credit.

# Software Engineering

College of Engineering and Computer Science

## INTRODUCTION

Software Engineering is the discipline of developing and evolving software systems that are reliable and efficient, and that are affordable to develop and evolve. The discipline has matured in response to the increasing importance of software, particularly in safety-critical applications, and to the huge impact of large and expensive software systems that affect many people in many parts of society. Unique factors in the evolution of software engineering include the fact that software is intangible and its operation is discontinuous. Thus, the discipline seeks to integrate the principles of computing and mathematics with the rigor that engineering disciplines bring to the reliability and trustworthiness of the products developed.

Software engineering students have the opportunity to focus on software reliability, software evolution and on the development of software systems that are correct from their inception. Learning how to provide genuinely useful and usable software is preeminent.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following learning goals and learning outcomes have been established for students pursuing a degree in Software Engineering:

### Process Assessment/Appraisal

- Demonstrate the ability to analyze and estimate software process costs

### Software Standard Comprehension

- Demonstrate the ability to identify, analyze and apply software standards in software engineering practice

### Professional Legal and Ethical Issues

- Demonstrate the ability to analyze, assess and interpret professional codes of ethics and regulatory documents pertaining to software engineering

### Critical Thinking and Problem Solving

- Demonstrate the ability to analyze, evaluate, and synthesize information as well as demonstrate and apply appropriate solutions to solve problems based on reasoned rationale

### Collaboration and team work

- Demonstrate the ability to work productively in team or collaborate settings to achieve common goals or purposes

### Research

- Conduct, evaluate and synthesize research and apply theoretical ideas to practical settings

## PROGRAM COORDINATOR

Ning Chen

## PROGRAM OFFICE/WEBSITE

Computer Science Building 108  
657-278-5674  
mse.ecs.fullerton.edu

## PROGRAM OFFERED

Master of Science in Software  
Engineering (online only)

## FACULTY

Ning Chen, James Choi, Bin Cong,  
Chang-Hyun Jo, Christopher Ryu



### Communication

- Effectively present ideas in a logical framework in various forms with proper language structure and mechanics

## MASTER OF SCIENCE IN SOFTWARE ENGINEERING (30 UNITS)

The objective of the Master of Science in Software Engineering is to prepare individuals for careers as software engineers and software process managers in industry and government agencies. Graduates of the 22-month program will gain valuable knowledge and skills in the development, design, evaluation and implementation of software engineering. Furthermore, graduates will obtain software process expertise based on sound and current research, theory and practice, and will be well-positioned in a competitive job market.

### Admission and Program Continuation Requirements

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. Additional requirements for admission to conditional classified standing in the program include:

- A minimum grade-point average of 2.5 in the last 60 semester units attempted as documented by two official copies of transcripts from all higher education institutions attended
- The deadline for completing online applications is March 1 for the following fall semester (see [csumentor.edu](http://csumentor.edu)). Mailed applications need to be postmarked by the same deadline; however, deadlines may be changed based upon enrollment projections

In addition, students must meet the following program requirements:

- For international students from countries where English is not the official language, a TOEFL score of 550
- Introductory undergraduate software engineering course (CPSC 362 or equivalent work experience) and/or phone interview to determine whether the student possesses work experience in the area of software development to satisfy program prerequisites (i.e., the equivalence of CPSC 362)
- Technology requirements as follows: e-mail account and dependable internet connection.

### Study Plan

- Attendance at the initial virtual orientation
- Attendance at the midpoint virtual symposium

### Core Courses (12 units)

CPSC 541 Systems and Software Standards and Requirements (3)

CPSC 543 Software Maintenance (3)

CPSC 544 Advanced Software Process (3)

CPSC 545 Software Design and Architecture (3)

### Advanced Software Process Evaluation Courses (6 units)

CPSC 542 Software Verification and Validation (3)

CPSC 547 Software Measurement (3)

### Advanced Software Engineering Management Courses (6 units)

CPSC 546 Modern Software Management (3)

CPSC 548 Professional, Ethical and Legal Issues for Software Engineers (3)

### Capstone Experience (6 units)

CPSC 597 Graduate Project in Computer Science (6)\*

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\*CPSC 597 will be offered in two 3-unit segments

Consult the Computer Science section of the catalog for course descriptions



# Special Education

College of Education

## INTRODUCTION

The Department of Special Education at California State University, Fullerton provides exemplary preparation for special education candidates, general education teachers clearing the preliminary credential and persons interested in improving techniques to work with at-risk children. The faculty in the Department of Special Education are nationally recognized for their contributions in the field of Special Education. Credential programs in Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education are available. Additionally, authorizations are available for Resource Specialist, Early Childhood Special Education and Autism. Candidates can earn a master's degree in any of the above areas. The Department of Special Education provides a program that is nationally accredited (NCATE) in addition to meeting the California Commission on Teacher Credentialing (CCTC) requirements. The department takes pride in meeting the Council for Exceptional Children (CEC) recommended program standards. The department offers full and part-time programs.

The Department of Special Education is strongly committed to a conceptual knowledge and skill based framework soundly integrated with the philosophies of the university, school and division.

The University Mission, College Philosophy and Department theme emphasize the active, social nature of learning, the interconnections among ways of learning, the dispositions of inquiry and the relationship to the larger diverse society. The refined mission and marks indicate the department is substantive and technical, theoretical and practical, realistic and entrepreneurial.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in special education:

### Knowledgeable and competent specialists

- Demonstrate a strong foundation in subject matter knowledge or field of study
- Demonstrate a strong understanding and implementation of pedagogical skills or skills in chosen field
- Use technology as a resource

### Reflective and responsive practitioners

- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

## DEPARTMENT CHAIR

Melinda R. Pierson

## DEPARTMENT OFFICE/WEBSITE

College Park 570  
657-278-3573  
[ed.fullerton.edu/sped](http://ed.fullerton.edu/sped)

## PROGRAMS OFFERED

Education, Master of Science  
Concentration in Special Education  
Education Specialist Credentials  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities  
Early Childhood Special Education  
Authorizations  
Resource Specialist  
Early Childhood Special Education  
Autism

## FACULTY

Stephen Aloia, Deborah Cote,  
Barbara Glaeser, Erica Howell, Vita  
Jones, Woo Jung, Belinda Karge,  
Tiffany Leger-Rodriguez, Joan Levine,  
Janice Myck-Wayne, Melinda Pierson,  
Suzanne Robinson, Kristin Stang, Jan  
Weiner

### **Committed and caring professionals**

- Be agents for change
- Maintain professional and ethical standards
- Become lifelong learners

### **APPLICATION DEADLINES**

The deadlines for completing all online applications are Feb. 28 for the fall semester and Sept. 30 for the spring semester. Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections.

### **ADMISSION REQUIREMENTS**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, the following are required:

- University graduate application (csumentor.edu)
- Department of Special Education application (ed.fullerton.edu/adtep)
- Four letters of recommendation
- Letter of intent, including education philosophy, purpose statement (This is the same as an autobiography)
- Overall, or last 60 units, grade point average of 2.75 for credential programs; 3.0 for Master of Science Program
- Certificate of Clearance
- U.S. Constitution verification
- Passage of the California Subject Examinations for Teachers (CSET) of the National Teacher Examination (PRAXIS) or completion of the single subject preparation program or completion of any single subject competency examination approved by the state (for Mild/ Moderate, Moderate/Severe program candidates only)
- Completion of the California Basic Education Skills Test (CBEST) (all candidates)
- Satisfactory completion of prerequisite courses:
- SPED 371 (all candidates)
- SPED 425 (all candidates)
- SPED 322 (all candidates)
- Nine units of child development coursework (for early childhood candidates only)
- Field experience with typically developing students (for all programs)
- Faculty interview

For further information please call the Admissions Assistant at 657-278-4196.

### **EDUCATION SPECIALIST CREDENTIALS**

Programs leading to three Education Specialist credentials are available. They are:

- Specialist credential to teach persons with mild/moderate disabilities, including specific learning disabilities, mild mental retardation and other health-impaired and emotional disturbance (Mild/Moderate)
- Specialist credential to teach persons with moderate/severe disabilities, including severely developmentally disabled, mental retardation, multi-handicapped, emotionally disturbed and children with autism (Moderate/Severe)
- Specialist credential to teach infants, toddlers and preschool children with disabilities (Early Childhood Special Education)

### **MILD/MODERATE AND MODERATE/SEVERE CREDENTIAL**

#### **Preliminary**

SPED 322 Introduction to Positive Behavior Support (3)

SPED 371 Exceptional Individual (3)

SPED 401 Introduction to Autism (3)

SPED 421 Working with Families of Individuals with Disabilities (3)

SPED 425 Language and Culture for special Populations (3)

SPED 429 Introduction to Collaboration and Consultation (3)

SPED 432 Special Ed Curriculum and Instruction in the General Education (3)

SPED 433 Language Arts and Reading Instruction in the Public Schools (3)

SPED 463 Characteristics of Individuals with Mild/Moderate Disabilities (3)

OR SPED 464 Characteristics of Individuals with Moderate/Severe Disabilities (3)

SPED 482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)

OR SPED 482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)

SPED 488 Fieldwork for Special Educators in the K-8 General Education Classroom (3)

SPED 489A Directed Teaching in Special Education (A) (6)

OR SPED 489B Directed Teaching in Special Education (B) (6)

SPED 520 Assessment in Special Education (3)

SPED 522 Positive Behavior Support (3)

#### **Clear**

SPED 531 Seminar: Individuals with Moderate/Severe Disabilities (3)

OR SPED 532 Seminar: Individuals with Mild/Moderate Disabilities (3)

SPED 551 Bilingual/Multicultural Special Education (3)

SPED 533 Seminar: Issues and Trends in Collaborative/  
Consultative Services (3)

*Electives (3 units), which may include:*

SPED 502 Teaching Students With Autism (3)

SPED 504 Advanced Proficiency in Educational Technologies (3)

SPED 584 Transition, Vocation and Careers Over the Lifespan (3)

## **EARLY CHILDHOOD SPECIAL EDUCATION**

### **CREDENTIAL**

#### **Preliminary**

SPED 322 Introduction to Positive Behavior Support (3)

SPED 371 Exceptional Individual (3)

SPED 400 Early Childhood Special Education (3)

SPED 401 Introduction to Autism (3)

SPED 421 Working with Families of Individuals With Disabilities (3)

SPED 425 Language and Culture for special Populations (3)

SPED 429 Introduction to Collaboration and Consultation (3)

SPED 436 Literacy for Early Childhood Special Education  
Specialists (3)

SPED 482C Curriculum, Methods and Intervention in Early  
Childhood Special Education (3)

SPED 489C Directed Teaching in Special Education (C) (3)

SPED 489D Directed Teaching in Special Education (D) (6)

SPED 514 Infant Assessment and Intervention (3)

SPED 515 Preschool Assessment and Intervention (3)

SPED 522 Positive Behavior Support (3)

#### **Clear**

SPED 551 Bilingual/Multicultural Special Education (3)

SPED 533 Seminar: Issues and Trends in Collaborative/  
Consultative Services (3)

535 Advanced Seminar: Early Childhood Special Education (3)

*Electives (3), which may include:*

SPED 502 Teaching Students With Autism (3)

SPED 504 Advanced Proficiency in Educational Technologies (3)

SPED 584 Transition, Vocation and Careers Over the Lifespan (3)

## **SPECIAL EDUCATION UNIVERSITY INTERNSHIP**

The department currently has a two-year internship program designed to offer support to teachers on the job in local school districts. Interns receive systematic support, guidance and feedback from both the participating school districts and from university faculty and staff.

### **Prerequisites**

- Letter from school district providing starting date of employment for internship
- Completion of Intern Credential application (pick up in the Credential Center, College Park 740)
- Acceptance into the Special Education program, including completion of department prerequisite coursework (SPED 322, 371, 425)
- Intern program prerequisites (SPED 421 and 400/463/464)
- Special program features include: (1) an emphasis on effective teaching strategies in reading and mathematics; and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom

## **MASTER OF SCIENCE IN EDUCATION (30 UNITS)**

### **SPECIAL EDUCATION CONCENTRATION**

This program is designed to prepare graduate students to critically analyze and evaluate empirically based research; theoretical constructs and philosophical foundations; and historical, psychological and sociological issues related to the education of individuals with disabilities. It focuses on analysis and interpretations of policy as related to curriculum, pedagogy and methodology. Specific emphasis is offered in the areas of Early Childhood Special Education, Collaborative-Consultation, Mild/Moderate Disabilities, and Moderate/Severe Disabilities.

### **Admission to Graduate Standing – Conditionally Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants must have earned a grade-point average of at least 3.0 in the last 60 semester units attempted.

### **Graduate Standing – Classified**

A student who meets the admission requirements and the following requirements may be granted classified graduate standing:

- Grade-point average of 3.0 or better in all previous academic and related work
- An approved major
- Completion of SPED 371 Exceptional Individual
- Satisfactory interview and autobiography
- Development of a study plan approved by the Special Education Department's graduate program adviser and the Associate Vice President, Academic Programs (Graduate Studies Office)



## Study Plan

### *Prerequisite (1 unit)*

SPED 501 Introduction to Graduate Studies (1)

### *Core Classes (12 units)*

SPED 510 Research Methods and Statistics (3)

SPED 522 Positive Behavior Support (3)

SPED 551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction (3)

SPED 586 Curriculum Issues in Special Education (3)

### *Concentration (12 units)*

SPED 504 Advanced Proficiency in Educational Technologies (3)

SPED 515 Preschool Assessment and Intervention (3)

OR SPED 520 Assessment in Special Education (3)

SPED 529 Collaborative and Consultative Seminar (3)

SPED 530 Graduate Seminar in Giftedness and Creativity (3)

OR SPED 531 Seminar: Individuals with Moderate/Severe Disabilities (3)

OR SPED 532 Seminar: Individuals with Mild/Moderate Disabilities (3)

OR SPED 535 Advanced Seminar: Early Childhood Special Education (Web Class) (3)

### *Electives (3 units)*

Any 500-level adviser-approved elective courses. Candidates opting for the Project (SPED 597) or thesis (SPED 598) must take SPED 599 as their elective.

### *Culminating Experience (3 units)*

SPED 595 Culminating Seminar in Special Education (3)

OR SPED 597 Project (3)

OR SPED 598 Thesis (3)

## RESOURCE SPECIALIST CERTIFICATE OF COMPETENCY

The curriculum for the Resource Specialist certificate of competency is designed to prepare candidates, who have approved entry-level skills and professional preparation, assume the role as resource specialists in programs serving special education students. The certificate program meets the competencies set forth by the California Commission on Teacher Credentialing as well as additional standards deemed appropriate by the faculty of the Department of Special Education, other university personnel and community advisory board members. Students desiring this certificate without enrolling for a degree or credential should apply for admission to the university as post baccalaureate with a Resource Specialist objective.

## Prerequisites

- A 3.0 grade-point average in teacher presentation coursework
- Passage of the California Basic Education Skills Test (CBEST)
- Evidence of multiple subject or single subject credential
- Appropriate Advanced Specialist Credential in Special Education. (Learning Handicap or Severe Handicap). Students should contact a department adviser prior to initiating a program for the R.S.P. Certificate

*Note:* Verification of three years of successful teaching involving regular class and special education experience is necessary before the certificate will be granted.

## EARLY CHILDHOOD SPECIAL EDUCATION AUTHORIZATION

This fifth-year professional certificate program is designed to meet the standards and competencies adopted by California's Commission on Teacher Credentialing. This two-semester program provides professional training to enable students to teach in Early Childhood Special Education programs for children with special needs ages birth through five years.

*Note:* Only nine units of graduate-level coursework from another institution can be petitioned to fulfill equivalent course requirements in the certificate program and this certificate can only be added to a clear credential.

## Prerequisites

- Baccalaureate degree in an interdisciplinary field related to Special Education (e.g., Child and Adolescent Development, Nursing, Human Services, Psychology, Kinesiology and degree programs with Adapted Physical Education emphases, etc.)
- Minimum grade-point-average of 2.75
- Background knowledge in typical child development and experience with young children
- Met all Department prerequisites described in this catalog
- Verification of a clear Education Specialist level II Credential

## Study Plan

### *Core Requirements (21 units)*

SPED 400 Early Childhood Special Education (3)

SPED 421 Working with Families of Individuals with Disabilities (3)

Adviser-approved Directed Teaching in Special Education Course (6)

SPED 514 Infant Assessment and Intervention (3)

SPED 515 Preschool Assessment and Intervention (3)

SPED 535 Advanced Seminar: Early Childhood Special Education (Web Class) (3)

## Electives

The nine elective units must meet the following criteria: (1) courses will have to diversify and expand upon the student's previous higher education coursework or degree program; and (2) all selected coursework will have to be approved by the student's program adviser.

## SPECIAL EDUCATION COURSES

Courses are designated as SPED in the class schedule.

### 110 The Teaching Experience: Exploration (2-3)

(Same as EDSC 110)

### 209 Overview of Paraprofessional Roles and Responsibilities (3)

Overview of paraprofessional roles including legal, instruction and behavioral. Train to work as teaching assistants. (10 hours field-work required)

### 211 Classroom Practices for Diverse Learners (3)

Prerequisite: SPED 209. Paraprofessionals will be prepared in classroom/community practices for diverse learners. Topics will include literacy, language, assessment and behavior support. (10 hours fieldwork required)

### 250 Disabilities: The Movies and the Media (3)

Critical overview of issues related to prejudice, misperceptions and stereotypes of individuals with disabilities. Opportunity to view numerous contemporary films and videos on persons with disabilities.

### 304 Educational Technologies for Secondary Teachers (3)

(Same as EDSC 304)

### 322 Introduction to Positive Behavior Support (3)

Basic theory and technology of applied behavior analysis as it applies to individual, class-wide and school-wide positive behavior support. Assessment and evaluation of school and classroom environments in terms of how events and conditions support behavior. Serves as a prerequisite to SPED 522.

### 371 Exceptional Individual (3)

Overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. Opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society. One or more sections offered on-line.

### 400 Early Childhood Special Education (3)

Prerequisite: CAS 325A or equivalent course in normal infant and early childhood development. Provides characteristics of young children ages birth-five years with disabilities, developmental delays and those "at risk" for developmental delays. Rationale for early intervention and preschool programs, program models and service delivery approaches will be presented. One or more sections offered online.

### 401 Introduction to Autism (3)

Introduction to the field of autism. Foundations and characteristics of autism spectrum disorders (ASD) and up-to-date evidence-based best practices for teaching students with ASD.

### 410 Research Methods and Statistics for Teachers (3)

Prerequisite: Education Specialist (Preliminary) Credential. Introduce basic knowledge and skills necessary to effectively understand and apply research. Commonly used research methods and statistical procedures employed in educational research. Offered online only. Not available for use on a graduate study plan.

### 411 Mainstreaming (3)

Assists implementation of the "Least Restrictive Environment" placement requirement of Individuals with Disabilities Education Act (IDEA). Techniques and strategies to modify general education classrooms to accommodate all students with ability differences.

### 421 Working with Families of Individuals with Disabilities (3)

Prerequisite: SPED 371. Characteristics of family systems; functional assessment of family needs, concerns and priorities. Effective communication, collaborative skills and identification of community resources. One or more sections offered online.

### 425 Language and Culture for Special Populations: Foundations of Culture and Language and the IEP (3)

Prerequisite/pre-service class for Special Education Credential program; may be taken concurrently with SPED 322, 371. Language and culture for special populations. Foundations and characteristics of bi-cultural English learners who also have disabilities, and presents most current, evidence-based practices for assessing and teaching this population. One or more sections offered online.

### 429 Introduction to Collaboration and Consultation (3)

Corequisite: SPED 488. Supports beginning education specialists in ways that will foster life-long learning and a successful career in teaching. Includes training in skills that promote collaboration with colleagues and successfully including students with special needs into general education environments when appropriate.

### 430 Foundations in School Teaching (3)

(Same as EDEL 430)

### 432 Special Ed Curriculum and Instruction in the General Education (3)

Prerequisites: admission to Special Ed Credential Program, SPED 322, 371, 425. Emphasizes education students with disabilities in general education, while learning standards, field-based learning, problem solving, direct instruction and accommodations/modifications designed for K-12 mathematics and science teaching in inclusive settings.

**433 Language Arts and Reading Instruction in the Public Schools (3)**

(Same as EDEL 433)

**434 Methods and Inquiry for Teaching English Learners (2)**

(Same as EDEL 434)

**435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)**

(Same as EDEL 435)

**436 Literacy for Early Childhood Special Education Specialists (3)**

Prerequisite: SPED 371. Basic principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five. Not available for graduate degree credit. Credit/No Credit Only.

**437 Social Studies Curriculum and Instruction in Elementary School Teaching (2)**

(Same as EDEL 437)

**438 Supervised Fieldwork in Elementary Teacher Education (1-2)**

(Same as EDEL 438)

**439 Student Teaching in the Elementary School (5-14)**

(Same as EDEL 439)

**450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (1)**

(Same as EDEL 450)

**451 Community, School and Classroom Issues (1)**

(Same as EDEL 451)

**452 P.E., Health and Mainstreaming Education (1)**

(Same as EDEL 452)

**453 Teaching Performance Assessment Support (1)**

(Same as EDEL 453)

**462 Practices and Procedures in Special Education (3)**

Prerequisite: SPED 371. Critically examines current laws, educational implementation and related practices in Special Education from birth through 21 years. Issues of multiculturalism; non-discriminatory assessment, curriculum and instructional strategies; federal, state and community resources. One or more sections offered online.

**463 Characteristics of Individuals with Mild/Moderate Disabilities (3)**

Prerequisites: SPED 371. In-depth examination of individuals with diverse cognitive, social-emotional and physical characteristics and their educational needs. Offered as online only.

**464 Characteristics of Individuals with Moderate/Severe Disabilities (3)**

Prerequisite: SPED 371. In-depth examination of individuals with diverse cognitive, social-emotional, behavioral and physical characteristics and their educational needs. One or more sections offered online.

**482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)**

Prerequisite: SPED 488 or equivalent. Curriculum development, instructional methodology and materials for teaching individuals with mild/moderate disabilities. Instructional strategies permitting access to the Core curriculum.

**482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)**

Prerequisite: SPED 488 or equivalent. Curriculum development, instructional methodology and materials for teaching individuals with moderate/severe disabilities. Functional academics, life skills and adaptations to Core curriculum.

**482C Curriculum, Methods and Intervention in Early Childhood Special Ed (3)**

Prerequisite: SPED 400. Corequisites: SPED 489D, 515, 522. Early childhood special education foundations course focusing on very young children, birth to five years, in curriculum development, instructional planning, designing engaging room environments, technology applications and intervention.

**488 Fieldwork for Special Educators in the K-8 General Education Classroom (3)**

Prerequisites: SPED 322, 371, 425. Corequisites: SPED 429, 432, 433. Ten-week participation in a K-8 general education classroom as an Education Specialist Candidate, as assigned by the department. Co-teaching, differentiated standards-based instruction, accommodations/modifications, CWPBS, prereferral, remediation.

**489A Directed Teaching in Special Education (A) (6)**

Prerequisite: SPED 488 or equivalent. Directed teaching in department-approved Mild/Moderate placement to meet California's Mild/Moderate credential requirements. Credit/No Credit only.

**489B Directed Teaching in Special Education (B) (6)**

Prerequisites: SPED 488 or equivalent. Directed teaching in department-approved Moderate/Severe or early childhood placement to meet California's Moderate/Severe or early childhood special education credential requirements. Credit/No Credit only.

**489C Directed Teaching in Special Education: Infants and Toddlers (6)**

Prerequisites: SPED 514 or concurrent enrollment, and admission to credential program. Supervised practice field/clinical experience with exceptional individuals ages birth to three years related to skills and competencies specified for the completion of university or state-approved endorsements or certificates. May be repeated for credit. Credit/No Credit only.

**489D Directed Teaching in Special Education: Preschool (6)**

Prerequisites: SPED 400. Corequisites: SPED 482C, 515, 522. Supervised practice field/clinical experience with exceptional individuals ages 3-5 years related to skills and competencies specified for the completion of university or state-approved endorsements or certificates. May be repeated for credit. Credit/No Credit only.

**490 Field Studies: Special Education (3)**

Prerequisites: SPED 371 or 400 and consent of department chair. Supervised practicum/field or clinical experience with exceptional individuals related to skills and competencies specified for the completion of university- or State-approved endorsements or certificates. May be repeated for credit. Credit/No Credit only.

**496 Senior Educational Practicum (3)**

Prerequisites: approval by department chair and instructor. Provides for an advanced level of educational practicum within school and/or agency settings.

**499 Independent Study (3)**

Prerequisites: senior or graduate standing, department chair approval and consent of instructor. Supervised individual studies under the direction of faculty member. Experimental, research or creative projects.

**501 Introduction to Graduate Studies (1)**

Offered online only. (Same as EDSC 501)

**502 Teaching Students With Autism (3)**

Prerequisite: SPED 401. Overview of evidence-based strategies and methodologies for teaching students with Autism Spectrum Disorders.

**504 Advanced Proficiency in Educational Technologies (3)**

(Same as EDSC 504)

**510 Research Methods and Statistics (3)**

Prerequisites: SPED 501, 520, 530, 531; 532 or 535. Educational research methodology and statistics. Considers various methods of education research, formulation of research hypotheses, and preparation of research documents. Understanding descriptive and inferential statistics in educational research. Offered online only.

**514 Infant Assessment and Intervention (3)**

Prerequisite: SPED 400. Transdisciplinary model for assessment of infant birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

**515 Preschool Assessment and Intervention (3)**

Prerequisite: SPED 400. Corequisites: SPED 482C, 489D, 522. Assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into preschool special education program planning will also be discussed.

**520 Assessment in Special Education (3)**

Prerequisite: SPED 488 for redential students; SPED 501 for master's students. Critically examines application of measurement and data analysis in the K-12 classroom.

**522 Positive Behavior Support (3)**

Prerequisite: SPED 488 or equivalent. Developing an educational approach to supporting positive behaviors in the classroom and community. Regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel. One or more sections offered online.

**528 Advanced Special Education Seminar: Curriculum, Assessment and Instructional Management (3)**

Prerequisite: SPED 463 or 464. Collaborative and consultative strategies and techniques for delivering direct and indirect services to individuals with disabilities in a continuum of settings.

**529 Collaborative and Consultative Seminar (3)**

Prerequisites: SPED 463, 464 and/or Level I preliminary specialist credential. Training in staff development, theory and communication skills needed to work with decision-making groups. Candidates design state mandated induction plan for professional growth.

**530 Graduate Seminar in Giftedness and Creativity (3)**

Prerequisite: SPED 463. Varieties of higher cognitive functioning and those characteristics or performances described as creativity. Ways to enhance skills in analysis, synthesis, evaluation, creative problem solving and divergent productions.

**531 Seminar: Individuals with Moderate/Severe Disabilities (3)**

Prerequisites: SPED 371, 464 recommended or equivalent and SPED 482B. Analyzes selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends. One or more sections offered online.



**532 Seminar: Individuals with Mild/Moderate Disabilities (3)**

Prerequisites: SPED 371, 463 recommended or equivalent and SPED 482A. Analyzes selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

**533 Seminar: Issues and Trends in Collaborative/Consultative Services (3)**

Prerequisites: SPED 510, 529, 586, 599 and candidate must be in final semester of Level II education specialist program. Contemporary research and practices as they apply to collaborative and consultative services in school and agency settings.

**535 Advanced Seminar: Early Childhood Special Education (3)**

Prerequisites: Level I; SPED 400, 514, 515. Theoretical bases, research related to assessment and service delivery approaches and current issues and trends in early childhood intervention.

**551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction (3)**

Prerequisite: SPED 434. Prepares teachers to teach special needs students who come from culturally and linguistically diverse backgrounds. Curriculum development, assessment practices and review of instructional needs. One or more sections offered online.

**584 Transition, Vocation and Careers Over the Lifespan (3)**

Prerequisites: SPED 371 or 411; and SPED 529; for online section, technology specified on department's website. Development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood. One or more sections offered online.

**586 Curriculum Issues in Special Education (3)**

Prerequisites: graduate status and consent of instructor; SPED 510, 531; 532 or 535. Philosophical, social, economic and educational issues which underlie decision-making with respect to curriculum and methods in special education.

**595 Culminating Seminar in Special Education (3)**

Prerequisites: completion of all master's courses on study plan. Graduate capstone seminar for qualified candidate preparing for the comprehensive examination that is designed to assess competencies in the field of special education.

**596 Advanced Research Seminar (3)**

Prerequisites: SPED 530, 531, 532 or 535; SPED 510; 520; 522. Builds upon material learned in SPED 510 Research Methods and Statistics; further explores inferential and descriptive statistics, use of statistical applications such as SPSS, qualitative data analysis and help in developing scholarly writing in order to complete one or more chapters of the project or thesis. Course may be repeated once for credit.

**597 Project (3)**

Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

**598 Thesis (3)**

Prerequisite: consent of instructor. Conducts individual research; conferences with the instructor culminating in a thesis.

**599 Independent Graduate Research (3)**

Prerequisite: consent of instructor. Independent inquiry. For qualified graduate students.



## INTRODUCTION

The Department of Theatre and Dance undergraduate and graduate programs include the fields of acting, dance, directing, musical theatre, playwriting, technical production and design, and secondary teaching certification. Specifically, the course-work and production activities are arranged to provide opportunities for students to: (1) develop an appreciation for theatre arts and dance; (2) become aware, as audience or participants, of the shaping force of theatre arts and dance in society; (3) improve the knowledge and skills necessary for work in the theatrical arts profession and careers in dance; (4) pursue graduate studies; and (5) prepare for teaching theater and dance.

Public performance is at the center of the department's programs. Therefore, continuing theatre and dance production activities are essential for all students, including the undergraduate student pursuing theatre within traditional, historical literary and theoretical contexts, as well as the undergraduate pre-professional, professional and graduate conservatory student.

The Dance program is designed to develop basic technique, ability to perform and fundamental principles that lead to a fuller appreciation of the art. Within a clear framework of technique and dance studies, students will encounter challenges in both areas. Public performance, as well as a sound academic schedule, is considered paramount.

The Department of Theatre and Dance is accredited by the National Association of Schools of Dance and the National Association of Schools of Theatre. The theatre undergraduate program ranks among the top 16 schools in the nation according to the Performing Arts Major's College Guide published by Macmillan Books. The dance program is also ranked among such noteworthy programs as Cornell, Duke, Hofstra and Brigham Young Universities.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

### Theatre Arts

The following goals and learning outcomes have been established for students pursuing a degree in Theatre Arts:

#### *Practitioners*

- Be competent and reflective practitioners of the art of theatre through performance, design, playwriting, choreography or work backstage
- Be capable of living a culturally rich life
- Be passionate and confident about their work by successful performance, design and technical work
- Practice successful collaboration through work on production and showcases
- Are intellectually, technically, creatively, and technologically prepared to be artistic member of their communities

## DEPARTMENT CHAIR

Bruce Goodrich

## DEPARTMENT OFFICE/WEBSITE

Clayes Performing Arts 139

657-278-3629

[fullerton.edu/arts/theatredance](http://fullerton.edu/arts/theatredance)

## PROGRAMS OFFERED

Bachelor of Arts in Theatre Arts

Applied Studies in Theatre

Specialized Studies in Theatre

Directing

Playwriting

Design and Technical Production

Teaching

Bachelor of Fine Arts in Theatre Arts

Acting

Musical Theatre

Bachelor of Arts in Dance

Master of Fine Arts in Theatre Arts

Acting

Directing

Design and Technical Production

## FACULTY

Joseph Arnold, Evelyn Carol Case, Maria Cominis, Svetlana Efremova-Reed, John Fisher, Debra Garcia Lockwood, Bruce Goodrich, Susan Hallman, Mitchell Hanlon, Eve Himmelheber, Anne James, Lawrence Jasper, Robin Johnson, Muriel Joyce, Gladys Kares, Fred Kinney, William Lett, Bill Meyer, Dave Mickey, David Nevell, Debra Noble, Lawrence Peters, Mark Ramont, Alvin Rangel-Alvarado, Ann Sheffield, John Short, James R. Taulli, Jim Volz, Abel Zeballos

### *Critical Thinkers*

- Be intellectually curious and decisive in exploring new avenues of expression
- Be able to analyze a play or musical and apply that knowledge to a specific theatre project

### *Theatre Scholars*

- Have a basic knowledge of theatre history, literature and theory
- Exercise professional standards of oral, written and graphic communication

### **Dance**

The following learning goals and learning outcomes have been established for students pursuing a degree in Dance:

### *Practitioners*

- Be competent and reflective practitioners of the art of dance
- Be capable of living a culturally rich life accomplished through the study of dance, literature and criticism
- Be passionate and confident about their work which is achieved through live performance
- Practice successful collaboration through performance and choreography for showcases and concerts
- Are intellectually, creatively, and technologically prepared to be artistic member of their communities

### *Critical Thinkers*

- Be intellectually curious and decisive in exploring new avenues of expression
- Exercise professional standards of oral, and written communication through reviews, critiques, and final projects

### *Dance Scholars*

- Have a basic knowledge of dance history, literature and theory
- Have well-rounded educational backgrounds acquired through studies in general education

## **GENERAL BACHELOR'S DEGREE REQUIREMENTS (120/132 UNITS)**

The Bachelor of Arts degree requires a minimum of 120 units; the Bachelor of Fine Arts requires a maximum of 132 units. This includes courses for the major, department requirements of 12 units of 478B for native students and eight units of 478B for transfers, General Education (G.E.) and any electives.

## **BACHELOR OF ARTS IN THEATRE ARTS APPLIED STUDIES IN THEATRE CONCENTRATION**

Students must take THTR 110 to fulfill G.E. Category A.I.

### **Lower-Division Core (11 units)**

THTR 140 Acting I (2)

THTR 200 Art of the Theatre (3)

THTR 276 Introduction to Stagecraft (3)

OR THTR 277 Introduction to Costume Design (3)

THTR 285 Theatrical Makeup (3)

### **Upper-Division Core (27 units)**

THTR 351 Theatre Management (3)

THTR 370A Fundamentals of Directing (3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 377 Costume Design (3)

THTR 386 Fundamentals of Lighting Design (3)

THTR 387 Audio Techniques (3)

THTR 475A,B,C World Theatre (3,3,3)

### **Electives (22 adviser-approved units)**

#### *Acting/Directing (3-9 units)*

THTR 141A,B, 236A,B, 240A,B, 241A,B, 350, 370B, 470A

#### *Design and Technical Production (3-9 units)*

THTR 288, 387, 485, 486, 487, 488

## **SPECIALIZED STUDIES IN THEATRE CONCENTRATION**

### **Directing Emphasis**

#### *Lower Division (21 units)*

THTR 140 Acting I (2)

THTR 141A,B Voice/Movement for Stage I (2,2)

THTR 200 Art of the Theatre (3)

THTR 240A Acting II (3)

THTR 276 Introduction to Stagecraft (3)

THTR 277 Introduction to Costume Design (3)

THTR 288 Introduction to Scene Design (3)

#### *Upper Division (32 units)*

THTR 350 Stage Management (2)

THTR 351 Theatre Management (3)

THTR 370A,B Fundamentals of Directing (3,3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 386 Fundamentals of Lighting Design (3)

THTR 470A,B Advanced Directing (3,3)

THTR 475A,B,C World Theatre (3,3,3)

All theatre majors with an emphasis in directing must assistant stage manage a production either prior to or concurrently with THTR 470A, and must stage manage a production prior to graduation.

### **Playwriting Emphasis**

#### *Lower Division (11 units)*

THTR 140 Acting I (2)

THTR 200 Art of the Theatre (3)

Plus six units from – THTR 276, 277, 288

#### *Upper Division (35 units)*

THTR 350 Stage Management (2)

THTR 364 Seminar in Playwriting (3,3)

THTR 370A,B Fundamentals of Directing (3,3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 386 Fundamentals of Lighting Design (3)

THTR 464 Advanced Playwriting (3)

THTR 475A,B,C,E World Theatre (3,3,3,3)

#### *Electives (6 units)*

THTR 300, 351, 383

DANC 301 Dance and Cultural Diversity (3)

Students in the Playwriting Emphasis must assistant stage manage a production either prior to or concurrently with THTR 370B.

### **Design/Technical Production Emphasis**

#### *Lower Division (18 units)*

THTR 160 Acting for Non-Majors (3)

THTR 200 Art of the Theatre (3)

THTR 276 Introduction to Stagecraft (3)

THTR 277 Introduction to Costume Design (3)

THTR 285 Theatrical Makeup (3)

THTR 288 Introduction to Scene Design (3)

#### *Upper Division (24 units)*

THTR 370A Fundamentals of Directing (3)

THTR 372 Drafting: CAD for the Theatre (3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 386 Fundamentals of Lighting Design (3)

THTR 387 Audio Techniques (3)

THTR 475A,B,C World Theatre (3,3,3)

#### *Electives (17 adviser-approved units)*

THTR 350, 351, 377, 379, 388, 451, 466, 476, 475E, 485, 486, 487, 488

### **TEACHING CONCENTRATION (SINGLE SUBJECT)**

#### **Lower Division (24 units)**

THTR 140 Acting I (2)

THTR 141A,B Voice/Movement for Stage I (2,2)

THTR 200 Art of the Theatre (3)

THTR 240A Acting II (3)

THTR 276 Introduction to Stagecraft (3)

THTR 277 Introduction to Costume Design (3)

THTR 285 Theatrical Makeup (3)

THTR 288 Introduction to Scene Design (3)

#### **Upper Division (35 units)**

THTR 350 Stage Management (2)

THTR 370A,B Fundamentals of Directing (6)

THTR 375 Seminar in Writing: Critical Techniques (3)

OR ENGL 301 Advanced College Writing (3)

THTR 386 Fundamentals of Lighting Design (3)

THTR 402B Dramatic Activities for Children (3)

THTR 470A Advanced Directing (3)

THTR 475A,B,C,E World Theatre (12)

Theatre Education majors are required to complete a degree in English.

### **BACHELOR OF FINE ARTS IN THEATRE ARTS (132 UNITS)**

Students must take THTR 110 to fulfill G.E. Category A.I.

### **ACTING CONCENTRATION**

The B.F.A. in acting concentration is for students who desire a professionally oriented education and training in acting. Only those who exhibit exceptional talent, motivation and commitment will be admitted to the program.

Prior to entering their junior year, or upon transferring to Cal State Fullerton, students will be auditioned, evaluated and advised for advancement in the major. Candidates must complete 241A,B with a “B-” (2.7) or better in order to be eligible to jury into the degree program. If accepted into the program, all previously declared B.F.A. in Musical Theatre candidates must complete 241A,B by the end of the third year of study.

Applicants must complete the following, or equivalent, for entry into the degree program: THTR 140, 141A,B and 240A,B with a “B-” (2.7) or better in each course; THTR 200 with a “C” or better; and an audition in acting.

In addition to the requirements listed below for the major, students must meet the university requirements for a baccalaureate degree.



### Lower Division (9 units)

THTR 241A,B Voice/Movement for Stage II (3,3)

THTR 285 Theatrical Makeup (3)

### Upper Division (50 units)

THTR 310 Oral Interpretation of Shakespeare (3)

THTR 340A,B Acting III (3,3)

THTR 341A,B Voice/Movement for Stage III (2,2)

THTR 370A Fundamentals of Directing (3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 440A,B Acting IV (3,3)

THTR 443 Audition and Rehearsal Processes (3)

THTR 475A,B,C World Theatre (3,3,3)

THTR 482A,B Acting IV: Camera Techniques for Actor and Director (3,3)

THTR 483 Advanced Acting Workshop (3)

THTR 497 Production and Performance Projects in Theatre (1,1,1,1)

### Electives (6 units)

One course from each category

*Category I (3 units)*

THTR 276, 277, 288, 386, 387

*Category II (3 units)*

THTR 300, 351, 364, 383

Once students are accepted and enrolled in the Acting Concentration, they are required to audition each semester, and to accept any role in which they are cast until the degree program is completed.

At the end of the fall and spring semesters of the junior and senior years of study, a faculty committee shall evaluate each BFA candidate. The committee has the authority to retain, dismiss or place candidates on probation. To be retained in the BFA Acting program, students must prepare an acting demonstration (jury). The acting/directing faculty will assess each student at this time and determine if the student warrants retention, probation or dismissal from the program. Each student will be assessed on professionalism, collegiality and progress.

### MUSICAL THEATRE CONCENTRATION

This degree is for students who desire a professionally oriented education and training in musical theatre. Only those who exhibit exceptional talent, motivation and commitment will be admitted to the program.

Prior to entering the junior year, or upon transferring to Cal State Fullerton, all students electing a major in musical theatre will be auditioned, evaluated and advised as to potential for advancement in the major.

All applicants for the B.F.A. Musical Theatre Concentration must complete the following to qualify for entry into the degree program: THTR 140, 141A,B, and 240A,B or equivalent, with a "B-" (2.7) or better in each course and an audition that shall consist of acting, singing and dance. MUS 101 must be taken to fulfill G.E. Category C.1 before taking THTR 181.

All degree candidates must:

- Prove competency in piano
- Achieve a 300 level in voice juries

### Lower Division (17 units)

THTR 181 Basic Music Reading and Sight-Singing (1)

THTR 236A,B Fundamentals of Musical Theatre Performance (2,2)

THTR 285 Theatrical Makeup (3)

THTR 276 Introduction to Stagecraft (3)

OR THTR 277 Introduction to Costume Design (3)

DANC 212 Ballet II (1-2)

DANC 232 Jazz II (2)

DANC 242 Tap Dance II (2)

### Upper Division (44 units)

THTR 340A,B Acting III (3,3)

THTR 370A Fundamentals of Directing (3)

THTR 375 Seminar in Writing: Critical Techniques (3)

THTR 436A,B Musical Theatre Workshop (3,3)

THTR 437A,B Musical Theatre Practicum (1,1,1)

THTR 475A,B or C World Theatre (3,3)

THTR 475E World Theatre (3)

THTR 497 Production and Performance Projects in Theatre (1,1,1,1)

DANC 336 Dance for Musical Theatre (3,3)

THTR 393, 493 Individual Voice Instruction (1,1,1,1)

*Electives in the discipline of musical theatre (3 units) from:*

DANC 126, 312, 332

MUS 184A, 365V

THTR 437B, 478A

All dance technique courses may be repeated for credit upon adviser recommendation.

Once accepted and enrolled in the program, students are required to audition each semester and accept any role in which they are cast until the degree program is completed. At the end of the fall and spring semesters of the junior and senior years, a faculty committee shall evaluate each B.F.A. candidate. The committee has the authority to retain, dismiss or place candidates on probation. To be retained in the program, students must pass juries in voice, dance and acting. In addition to the juries, each student will be assessed on professionalism, collegiality and progress.

## **BACHELOR OF ARTS IN DANCE (120 UNITS)**

The Bachelor of Arts in Dance is for students who desire an education in the art of dance. Admittance into the major is by audition. The entrance audition also serves as the placement audition. Students entering the program must attend an advisement session before enrolling in the major classes.

Dance majors are required to enroll in a daily technique class. An assessment will determine advancement to the next level or the need to repeat the course. Majors who remain in the same level after two consecutive assessments will be counseled out of the major. Students may repeat up to eight units for each level in the requirements of modern and ballet technique and up to four units in the electives of jazz and tap technique. Repeatable courses meet major requirements.

All degree candidates must:

- Receive a "C" (2.0) or better in all course requirements
- Enroll in daily technique classes
- Successfully complete the fourth level of both Ballet and Modern Dance in order to graduate
- Attend yearly dance assessments
- Audition and be available for casting

### **Lower Division (11 units)**

DANC 122 Modern Dance I (1-2)  
DANC 126 Dance Improvisation (2)  
DANC 212 Ballet II (1-2)  
DANC 222 Modern Dance II (1-2)  
DANC 226 Rhythmic Analysis (3)

### **Upper Division (39 units)**

DANC 301 Dance and Cultural Diversity (3)  
DANC 312 Ballet III (1-2)  
DANC 322 Modern Dance III (1-2)  
DANC 323A,B Dance Composition (3,3)  
DANC 324 Forces and Figures in Dance (3)  
DANC 325 Dance Theory and Criticism (3)  
DANC 372 Dance Kinesiology (3)  
DANC 412 Ballet IV (1-3)  
DANC 422 Modern Dance IV (1-3)  
DANC 423 Advanced Dance Composition (3)  
DANC 424 Dance Pedagogy (2)  
DANC 471 Creative Dance for Children (3)  
DANC 478A Production and Performance (2)  
DANC 497 Production and Performance Projects in Dance (1)

## **Electives (7 units)**

With the approval of the appropriate departmental adviser, students complete a minimum of seven elective units, including at least one course from each category below:

### *Category I*

DANC 142, 213, 232, 242, 332, 479

KNES 381

MUS 100

THTR 100, 160

### *Category II*

THTR 277, 285, 386, 387

## **MASTER OF FINE ARTS IN THEATRE ARTS (60 UNITS) DESIGN AND TECHNICAL PRODUCTION, ACTING AND DIRECTING**

This degree is for students who desire a professionally oriented education and training in design and technical production, acting and directing. Based on a student's previous undergraduate or professional experience, substitutions or revisions in the study plan might be appropriate. Average length of time to complete the program is three years.

At the end of each semester, M.F.A. candidates shall be evaluated by a faculty committee. The committee, by recommendation to the Associate Vice President for Graduate Studies, has the authority to retain, dismiss or place candidates on probation. To be retained in the M.F.A. Acting program, students must prepare an acting demonstration (jury) at the end of each semester. The performance faculty will assess each student at this time and determine if the student warrants retention or dismissal from the program based on a set of predetermined criteria. In addition to the acting jury, each student will be assessed on professionalism, collegiality and progress in coursework and departmental productions.

### **Application Deadlines**

Applications for the Directing and Acting Concentrations are accepted in the fall semester only in odd-numbered years (i.e., Fall 2009, 2011, etc.) for admission in even-numbered years (i.e. Fall 2010, 2012, etc.) Applications for the Design/Technical Production Concentration are accepted every fall semester. The deadline for completing online applications is March 1 for the following fall semester; mailed applications also need to be postmarked by March 1. This deadline may change based upon enrollment projections.

Call the Theatre and Dance Department (657-278-3628) to satisfy additional requirements for consideration, including auditions for actors, interviews for directors and design portfolios for design/production students.

### **Admission to Graduate Standing – Classified**

Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants must meet the following for admission to the program and classified standing:

1. B.A., B.F.A. or M.A. from an accredited college or university with a major in theatre; or a degree in a related field and extensive work in technical design and production, acting or directing;
2. completion of an oral interview and satisfactory review of the student's portfolio or audition;
3. acceptance by the faculty;
4. minimum GPA of 3.0 in all upper-division undergraduate work in theatre. A minimum GPA of 2.75 for the last half of the undergraduate program is also required;
5. completion of any additional prerequisites which may be required by the student's individual committee prior to classification;
6. selection of a graduate adviser and committee. Total committee membership should be three or four faculty members, including the adviser;
7. submission of a formal M.F.A. study program approved by the individual committee, the department graduate adviser and the dean of graduate studies; and
8. meet the Graduate Writing Requirement.

### **Admission to Graduate Standing – Conditionally Classified**

Students who do not meet certain prerequisites may be considered for admission in conditionally classified graduate standing. Consult the graduate program adviser.

### **ACTING**

#### **Requirements (60 units)**

- THTR 443 Audition and Rehearsal Processes (3)  
THTR 500 Intro to Graduate Study in Theatre (3)  
THTR 541 Voice and Movement for the Actor (8)  
THTR 543 The Performer and the Professional Theatre (3)  
THTR 563 Acting Studio (16)  
THTR 565 Dramatic Textual Analysis (3)  
THTR 570A,B Styles of Directing/Performance (6)  
THTR 582A,B Camera Techniques for the Actor and Director (3,3)  
THTR 583 Graduate Seminar: Acting (3)  
THTR 597 Projects (Two) (3,3)  
Adviser-Approved Elective (3)

### **M.F.A. Projects in Acting**

The M.F.A. in Acting requires the completion of two creative projects that are of sufficient challenge and complexity. These projects, which shall be performances in major departmental productions, shall be approved by the individual's committee. The program will culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the development of the candidate's process as an actor based on the various experiences in and materials discovered through classroom and performance.

### **DIRECTING**

#### **Course Requirements (60 units)**

- THTR 470A Advanced Directing (3)  
THTR 470B Advanced Directing (3)  
THTR 500 Introduction to Graduate Study in Theatre (3)  
THTR 541 Voice and Movement for the Actor (2)  
THTR 563 Acting Studio (4)  
THTR 565 Dramatic Textual Analysis (3)  
THTR 570A,B Styles of Directing/Performance (12)  
THTR 575 Seminar in Theatre History (3)  
THTR 582A,B Camera Techniques for the Actor and Director (6)  
THTR 583 Graduate Seminar: Acting (3)  
THTR 597 Projects (3,3)  
Adviser-approved electives (includes 6 units technical coursework) (12 units)

### **M.F.A. Projects in Directing**

The M.F.A. in Directing Program requires the completion of three creative projects that have been approved by the individual's committee and are of sufficient challenge and complexity. These projects shall be mounted and presented by the Department of Theatre and Dance as a portion of its production program. The program shall culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the process of formulating the final main stage project from initial concept to critical reaction, utilizing experiences and material discovered through classroom participation and the development of the production.

## DESIGN AND TECHNICAL PRODUCTION

Students should concentrate their activities in two of the following four design and technical production areas during their three-year course of study: scene design, costume design, makeup, lighting-sound and technical production.

### Course Requirements (60 units)

*All of the following (9 units):*

THTR 500 Introduction to Graduate Study (3)

THTR 565 Dramatic Textual Analysis (3)

THTR 575 Seminar in Theatre History (3)

*Three from the following (9 units):*

THTR 566, 577, 578, 586

*Four enrollments in each the following (24 units):*

THTR 588A Graduate Projects in Design and Technical Theatre (3)

THTR 588B Graduate Projects in Design and Technical Theatre (3)

Adviser-approved courses in theatre, art or engineering (12 units)

Creative project in two of the four Design and Technical Production areas: THTR 597 Project (3) (6 units)

### M.F.A. Projects in Design and Technical Production

The M.F.A. Program in Design and Technical Production shall be culminated by two creative projects that are of sufficient challenge and complexity. The projects are determined by the individual committee and shall be design and production assignments for major productions. Each project shall be reviewed by the individual's committee within two weeks after completion. If accepted, the student shall submit a project book within a specified time.

## DANCE COURSES

Courses are designated as DANC in the class schedule.

### 101 Introduction to Dance (3)

Historical and contemporary dance forms. Experiences in various dance forms such as ballet, modern, jazz, folk and ethnic. Recommended for non-majors.

### 112 Ballet I (1-2)

Fundamental structure and technique of beginning classical ballet. May be repeated for up to eight units. (2 hours activity per unit)

### 122 Modern Dance I (1-2)

Fundamental structure and technique of beginning modern dance. May be repeated for up to eight units. (2 hours activity per unit)

### 126 Dance Improvisation (2)

Theory and practice of improvisation in movement. Practical use of improvisation in expressing imagery, developing choreographic concepts and enhancing performance. (4 hours activity)

### 132 Jazz I (1-2)

Modern jazz dance techniques and basic jazz choreography. May be repeated for up to four units. (4 hours activity)

### 142 Tap Dance I (1-2)

Structure and technique of tap dance and tap choreography. May be repeated for up to four units. (4 hours activity)

### 212 Ballet II (1-2)

Prerequisite: DANC 112 and/or placement test. Intermediate level technique of classical ballet. May be repeated for up to 8 units. (2 hours activity per unit)

### 213 Classical Pointe (2)

Prerequisites: DANC 212 or 312 or equivalent level of proficiency and consent of instructor. Technique for basic beginning pointe work and building performing strength. May be repeated once for credit. (4 hours activity)

### 222 Modern Dance II (1-2)

Prerequisite: DANC 122 and/or placement test. Intermediate level modern dance technique. May be repeated for up to eight units. (2 hours activity per unit)

### 226 Rhythmic Analysis (3)

Prerequisites: DANC 126, 212, 222. Musical form and structure as it pertains to dance and choreography; musically notating dance rhythms and percussion accompaniment.

### 232 Jazz II (1-2)

Prerequisite: DANC 132 or consent of instructor. Intermediate level skills in jazz technique and choreography. May be repeated for up to four units. (4 hours activity)

### 242 Tap Dance II (2)

Prerequisite: DANC 142. Intermediate skills in tap technique and choreography. May be repeated for up to four units. (4 hours activity)

### 301 Dance and Cultural Diversity (3)

Impact of various dance forms, from primitive time to modern, on diverse cultures. Contributions of immigrants, minorities and women to dance as a personal, social and cultural expression. One or more sections offered online.

### 312 Ballet III (1-2)

Prerequisite: DANC 212 and/or consented placement test. Classical ballet technique at the second stage of the intermediate level. Complex combinations. Elements of technique and theory. May be repeated for credit. (2 hours activity per unit)

### 322 Modern Dance III (1-2)

Prerequisites: DANC 222 and placement test. Modern dance technique at an advanced intermediate level. Detailed study of technical theory with emphasis on more complex combinations. May be repeated for up to eight units. (2 hours activity per unit)



**323A Dance Composition (3)**

Prerequisites: DANC 126, 226, 312, 322, junior standing. Choreography and forms of beginning dance composition. Final project required. (6 hours activity).

**323B Dance Composition (3)**

Prerequisite: DANC 323A. Choreography and forms of intermediate dance composition. Final project required. (6 hours activity)

**324 Forces and Figures in Dance (3)**

Prerequisite: DANC 301. Dance history from primitive to contemporary times, including historical eras, famous dancers, choreographers and companies.

**325 Dance Theory and Criticism (3)**

Prerequisite: DANC 324. Dance theory and philosophy, choreographic styles, published reviews, critique writing. Fulfills the course requirement for the university upper-division baccalaureate writing requirement for dance majors.

**332 Jazz III (1-3)**

Prerequisite: DANC 232. Advanced jazz techniques and choreography through grade three of professional jazz dance. Relation of jazz to other forms of dance. May be repeated for up to eight units. (6 hours activity)

**336 Dance for Musical Theatre (3)**

Prerequisites: Acceptance into the BFA in Theatre Arts Musical Theatre concentration. Dance utilized in musical theatre. Ensemble and individual approaches to the style. May be repeated once for credit. (6 hours activity)

**372 Dance Kinesiology (3)**

Prerequisites: DANC 126, 212, 222. Structural aspects of the human body and factors that affect movement in dance.

**412 Ballet IV (1-3)**

Prerequisites: DANC 312 and/or placement test. Stylization and performance of the advanced level of classical ballet. May be repeated for credit. (6 hours activity)

**422 Modern Dance IV (1-3)**

Prerequisites: DANC 322 and/or placement test. Advanced level skills in modern dance. Emphasis on individual techniques. May be repeated for credit. (6 hours activity)

**423 Advanced Dance Composition (3)**

Prerequisites: DANC 323A,B. Elements and forms in dance composition. Choreographing dances of concert quality. (6 hours activity)

**424 Dance Pedagogy (2)**

Prerequisites: DANC 323A, 372, consent of instructor. Philosophies, techniques and methods for developing progressions in dance instruction.

**471 Creative Dance for Children (3)**

Prerequisite: junior or senior standing. Methods and materials for teaching creative dance to children.

**478A Performance (2)**

(Same as THTR 478A)

**479 Repertory and Performance Techniques (2)**

Prerequisites: DANC 312, 322, audition. Broadens understanding of the history, theory and practice of concert dance performance. Emphasizes learning repertory and exploring performance techniques. Maybe repeated twice for credit. (4 hours activity)

**497 Production and Performance Projects in Dance (1-3)**

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects that culminate in production or performance. May be repeated for credit.

**499 Independent Study (1-3)**

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

**THEATRE COURSES**

Courses are designated as THTR in the class schedule.

**100 Introduction to the Theatre (3)**

For the general student leading to an appreciation and understanding of the theatre as an entertainment medium and as an art form. Recommended for non-majors. One or more sections offered online.

**110 Oral Communication of Literature (3)**

Analysis and performance of literary works through the medium of oral interpretation. Understanding the content of communication in literature as well as the form. Techniques involved in the discovery, critical evaluation and performance of various literary speakers. Meets the General Education (G.E.) requirement in Oral Communication for Theatre/Dance majors. One or more sections offered online.

**140 Acting I (2)**

Improvisation, movement, relaxation and characterization techniques for performance. For majors only. (4 hours activity)

**141A Voice/Movement for Stage I (2)**

Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility and strength. Introduction to basic anatomy and physiology. May be repeated once for credit.

**141B Voice/Movement for Stage I (2)**

Prerequisite: THTR 141A. Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, strength and International Phonetic Alphabet. May be repeated once for credit.

**160 Acting for Non-Majors (3)**

Form and content of acting: improvisation, action, motivation, and behavior. Recommended for non-majors. (6 hours activity)

**181 Basic Music Reading and Sight Singing (1)**

Prerequisite: MUS 101. Practical skills in music reading and sight-singing. Fundamentals of voice production for the musical theatre. (2 hours activity)

**193 Voice Instruction (1-2)**

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire for B.F.A. Musical Theatre Majors. Instructional fee required. May be repeated for credit.

**200 Art of the Theatre (3)**

Study of scripts with emphasis on dramatic analysis and cultural significance. Required of all theatre majors.

**236A Fundamentals of Musical Theatre Performance (2)**

Prerequisite: audition. Introduction to materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. (4 hours activity)

**236B Fundamentals of Musical Theatre Performance (2)**

Prerequisites: THTR 141A, 200, 236A, 240A, audition. Continued study of materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. (4 hours activity)

**240A Acting II (3)**

Prerequisite: THTR 140 or equivalent. Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

**240B Acting II (3)**

Prerequisites: THTR 141A,B; 200, 240A, audition. Improvisations, exercises and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

**241A Voice/Movement for Stage II (3)**

Prerequisites: THTR 141A,B. Continuation of intensive voice/movement training for the actor; movement, voice for range and availability; introduction to phonetics. Ensemble work, collaboration and physical theatre.

**241B Voice/Movement for Stage II (3)**

Prerequisites: THTR 141A,B, 241A with "B-" or better. Continuation of intensive voice/movement training for the actor; movement, voice for range and availability; continuation of phonetics. Character development and physical transformation. May be repeated once for credit.

**276 Introduction to Stagecraft (3)**

Planning and constructing stage and television scenery. Use of tools and stage equipment. Work in the scenic lab for department productions is required.

**277 Introduction to Costume Design (3)**

Design fundamentals, including costume history, research, play analysis, fabric selection, construction basics and hypothetical design projects. (6 hours activity)

**285 Theatrical Makeup (3)**

Makeup for stage and television. Individual skill in character analysis, application in pigment, plastic, hair, makeup and selection and use of makeup equipment. (6 hours activity)

**288 Introduction to Scene Design (3)**

Prerequisite: THTR 276. Scene design, including script analysis, formation of visual concepts, floor plan development and model building for stage and camera. (6 hours activity)

**293 Voice Instruction (1-2)**

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire for B.F.A. Musical Theatre Majors. Instructional fee required.

**300 Theatre and Cultural Diversity (3)**

Prerequisite: completion of G.E. Category C.1. Contributions of diverse cultures to the fabric of American theater. Influence of Hispanic, Asian and African-American cultures, as well as alternative theatre viewpoints from gender, political and experimental perspectives.

**310 Oral Interpretation of Shakespeare (3)**

Prerequisite: junior or senior BFA standing; THTR 110. Develop techniques for oral interpretation of Shakespeare with special emphasis on the problems of verse.

**311 Oral Interpretation of Children's Literature (3)**

Oral presentation of children's literature in classroom, recreation and home situations including individual and group performance of fiction, non-fiction, fantasy and poetry. Not available for graduate degree credit.

**315 Chicano/Latino Theatre (3)**

(Same as CHIC 315)

**320 Theatre and Issues in American Society (3)**

Prerequisite: completion of G.E. Category C.1. Study and analysis of modern and contemporary literature and productions of comedies, dramas and musicals that examine current social problems to establish an experiential view of living in today's world.

**331 Shakespeare on Film (3)**

(Same as ENGL 331)

**340A Acting III (3)**

Prerequisites: THTR 141A,B, 200, 240A,B, audition. Characterization; roles, special problems and application of acting techniques through exercises and two-character scenes from contemporary theatre. (6 hours activity)

**340B Acting III (3)**

Prerequisites: THTR 340A, audition. Characterization; roles, special problems and application of acting techniques through exercises and two-character scenes from contemporary theatre. (6 hours activity)

**341A,B Voice/Movement for Stage III (2,2)**

Prerequisites: THTR 241A,B. Process-oriented advanced work in stage voice/movement for the actor. Extended vocal techniques, integration of voice/movement with acting/directing perspectives.

**346 Introduction to Entertainment and Tourism Studies (3)**

(Same as COMM 346)

**350 Stage Management (2)**

Corequisite: THTR 370A. Backstage management, including interrelationships of production personnel for stage and television.

**351 Theatre Management (3)**

Prerequisite: junior or senior standing. Overview of theatre producing, audience development, fundraising, business management; arts management principles and organization. Participation in College of the Arts management work required. (6 hours activity)

**357 Blacks in the Performing Arts (3)**

(Same as AFAM/MUS 357)

**364 Seminar in Playwriting (3)**

Prerequisites: evidence of interest in creative writing and consent of instructor. Superior models, development of style, and group criticism and evaluation of independent work as it relates to play-writing. May be repeated for credit. One or more sections offered online.

**370A,B Fundamentals of Directing (3,3)**

Prerequisite: THTR 140, 200, and 160 or 240A. Prerehearsal problems and procedures, structural analysis of plays, composition, picturization, pantomimic dramatization, movement and rhythm on stage and in television. Practice in directing scenes. (6 hours activity)

**372 Drafting CAD for the Theatre (3)**

Prerequisite: THTR 276. Computer-aided drafting for theatre design and technical production. Computer as a design/drafting tool using VectorWorks. Lab work in the scenic lab for department productions is required.

**375 Seminar in Writing: Critical Techniques (3)**

Prerequisite: THTR 200. Practical criticism as applied to local dramatic productions. Fulfills the university upper-division baccalaureate writing requirement for theatre arts majors. Offered online only.

**377 Costume Design (3)**

Prerequisite: THTR 277. Advanced work in the design process involving research, analysis, costume history and construction fundamentals.

**379 Drawing and Rendering (3)**

Scenic and costume rendering techniques and scene painting techniques for effective communication between designer, director and technical personnel.

**383 Drama into Film (3)**

Prerequisite: completion of G.E. Category C.1, Introduction to the Arts. Critical examination of films adapted from plays. Interpretation and evaluation of the techniques and structure employed in presenting dramatic literature in theatrical and film performance. Intended primarily for non-theatre majors; may be used as a theatre-major elective.

**386 Fundamentals of Lighting Design (3)**

Theories of lighting for stage and camera productions. Work on departmental productions is required. (6 hours activity)

**387 Audio Techniques (3)**

Practice necessary to integrate live and recorded sound into performing arts productions. Recording, reproduction and studio techniques. (6 hours activity)

**388 Period Styles and Form for the Theatre (3)**

Visual survey through lecture and slides of architecture, interior design and furniture from ancient to modern times. Provides necessary basis for advanced design course.

**393 Voice Instruction (1-2)**

Prerequisite: jury recommendation. Individual voice study with approved instructor. Technique and repertoire. B.F.A. Musical Theatre juniors must register for the class each semester. Instructional fee required. May be repeated once for credit.

**402A Dramatic Activities for Children (3)**

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Sense memory, movement/mime, dialogue, characterization and dramatization.

#### **402B Dramatic Activities for Children (3)**

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Teaching techniques, including concentration, imagination, dramatization and improvisation for adolescents.

#### **403A Theatre for Young Audiences (3)**

Prerequisite: audition. Theatrical production for an audience of children. Philosophy, theory and practice. (6 hours activity)

#### **403B Theatre for Young Audiences (3)**

Prerequisite: 403A. Theatrical production for an audience of children. Application of production principles. (6 hours activity)

#### **436A Musical Theatre Workshop (3)**

Prerequisites: THTR 340A,B, DANC 336, audition. Roles and excerpts from musical theatre: musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Large group and solo work.

#### **436B Musical Theatre Workshop (3)**

Prerequisites: THTR 340A,B; DANC 336, audition. Roles and excerpts from musical theatre: musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Small group and audition material preparation.

#### **437A,B Musical Theatre Practicum (1-3,1-3)**

Prerequisites: THTR 236A,B; 240A,B; audition. Develop and prepare musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Apply performance principles to auditions. Each may be repeated once for credit. BFA musical theatre seniors may repeat THTR 437B to fulfill upper-division elective credit.

#### **440A Acting IV (3)**

Prerequisites: THTR 340A,B, audition. Historical theories and techniques of styles of acting—Greek through renaissance periods. (6 hours activity)

#### **440B Acting IV (3)**

Prerequisite: THTR 440A, audition. Historical theories and techniques of styles of acting—neoclassic periods to contemporary styles. (6 hours activity)

#### **443 Audition and Rehearsal Processes (3)**

Prerequisites: THTR 340A,B. Auditioning and rehearsal processes for professional work in theatre, television and film. Includes techniques for selecting material and performance preparation.

#### **449 Capstone in Entertainment and Tourism Studies (3)**

(Same as COMM 449)

#### **451 Theatre Production Management (3)**

Prerequisite: THTR 351 or consent of instructor. Theatrical producing, entertainment production and overall production management. Production research, a study of historical and current theatrical methods, and practical experience in day-to-day production management duties.

#### **464 Advanced Playwriting (3)**

Prerequisite: THTR 364. Advanced study in writing and analyzing dramatic texts. May be repeated for credit. One or more sections offered online.

#### **466 Seminar in Advanced Technical Production (3)**

Prerequisites: THTR 276, 288, 372; working knowledge of VectorWorks and Excel. Advanced technical production for the performing arts. Role of the technical director and skills/technique needed to be successful. Topics include cost estimating, purchasing, budgeting strategies, creative problem solving, scenic studio management, season and production scheduling, and time/stress management. May be repeated once for credit. (6 hours activity)

#### **470A Advanced Directing (3)**

Prerequisites: THTR 288, 350, 370A,B and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs a one-act play. (6 hours activity)

#### **470B Advanced Directing (3)**

Prerequisites: THTR 288, 350, 370A,B, 470A with a “B” (3.0) or better, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs two one-act plays or equivalent. (6 hours activity)

#### **475A,B,C,E World Theatre (3,3,3,3)**

Prerequisites: THTR 200, 375, junior standing. Key developments in the history and literature of the theater from its origins to present (475A, origins to 1660; 475B, 1660 to 1875; 475C, 1875 to present; 475E, musical theatre).

#### **476 Scenery Automation and Rigging (3)**

Prerequisites: THTR 276, 288, 372, working knowledge of VectorWorks and consent of instructor. Theory and practice of scenery automation and stage rigging with emphasis on traditional theatre venues and the design of systems for special production requirements. May be repeated once for credit. (6 hours activity)

#### **478A Performance (2)**

Performing in stage or camera productions. May be repeated for credit up to 10 units. (More than 6 hours activity) (Same as DANC 478A)



**478B Production (2)**

Technical crew work on stage or camera performances. Department requirement for theatre and dance majors. Native students must take 12 units; eight units for all transfers. (More than 6 hours activity)

**479 Computer Aided Design for Theatre Design and Production (3)**

Prerequisites: THTR 276, 277, 288, 372, 379, 386 and consent of instructor. Advanced theatre design and technical production with emphasis on the computer as a design and drafting tool. Applications include VectorWorks and Painter. May be repeated for credit.

**482A Acting IV: Camera Techniques for Actor and Director (3)**

Prerequisites: THTR 340A,B or THTR 370A,B. Adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Development of camera acting/directing techniques. (6 hours activity)

**482B Acting IV: Camera Techniques for Actor and Director (3)**

Prerequisite: THTR 482A. Adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Production of varied dramatic presentation for broadcast. (6 hours activity)

**483 Advanced Acting Workshop (3)**

Prerequisites: THTR 340A,B, audition. Extensive scene study, based on particular needs and problem areas of the advanced acting student. (6 hours activity)

**485 Advanced Theatre Makeup (3)**

Prerequisite: THTR 285. Problems in makeup, including special techniques and materials: prosthetics, hairpieces and masks for stage and television productions. May be repeated once for credit. (6 hours activity)

**486 Advanced Lighting Design (3)**

Prerequisite: THTR 372, 386 or consent of instructor. Design and technology of lighting for stage and television. May be repeated for credit. (6 hours activity)

**487 Advanced Sound Design (3)**

Prerequisite: THTR 387 or consent of instructor. Advanced problems in the design and technology of live and recorded sound used in the performing arts. May be repeated for credit. (6 hours activity)

**488 Advanced Design and Production (3)**

Prerequisites: THTR 276, 277, 288, 372 and consent of instructor. Scenic and costume design projects for various theatres and television. May be repeated for credit.

**493 Voice Instruction (1-2)**

Prerequisite: jury recommendation. Individual voice study with approved instructor. Technique and repertoire. B.F.A. Musical Theatre seniors must register for one unit each semester. Instructional fee required. May be repeated once for credit.

**495 Theatre Internship (3)**

Prerequisite: consent of appropriate faculty supervisor. Supervised work experience in all areas of theatre to expand the dimensions of the classroom by integrating formal academic training with direct application. Periodic seminar meetings to discuss work. May be repeated once for credit.

**496 Student-to-Student Tutorial (3)**

Prerequisites: grade-point average of at least 3.0, junior or senior standing, previous enrollment in the course being tutored or equivalent experience and written approval from the instructor. Encourages students to learn through teaching. Work may include contact hours with tutees; tutorial preparation; consulting with instructor; reporting, analysis and evaluation of tutorial experiences; and participating in university programs for tutors. Does not count toward major requirements. May be taken for letter grade or credit/no credit.

**497 Production and Performance Projects in Theatre (1-3)**

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects that culminate in production or performance. BFA acting and musical theatre majors must register for one unit each semester. May be repeated for credit.

**499 Independent Study (1-3)**

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

**500 Introduction to Graduate Study in Theatre (3)**

Methodological problems in graduate research. Location of source materials, including library and original data; interpretation of research and practice in scholarly writing. Must be taken the first semester after admission to graduate study.

**541 Voice and Movement for the Actor (2)**

Prerequisite: audition. Corequisite: THTR 563. Development and conditioning of the actor's voice and body, with an emphasis on understanding and transforming the actor's use of his/her vocal and physical instrument. Required of first and second year M.F.A. students. May be repeated for credit.

**543 The Performer and the Professional Theatre (3)**

Prerequisites: THTR 443, audition. Continues techniques and strategies used by the performer in accessing the professional environments of live theatre, film and television, including the selection, preparation and performance of dramatic material for a professional acting showcase.

**563 Acting Studio (4)**

Prerequisite: audition. Re-creation and interpretation of roles utilizing period and contemporary dramatic literature, interrelating voice, movement, characterization and period style acting. Enrollment limited to M.F.A. students. May be repeated for credit.

**565 Dramatic Textual Analysis (3)**

Prerequisite: graduate standing. Process of translating a dramatic text to theatrical production, with an emphasis on techniques of perception, imagination and integration used by the theatrical artist in developing a concept and determining specific performance choices.

**566 Seminar in Technical Production (3)**

Prerequisite: consent of instructor. Advanced theories in preparing and installing scenery for theatrical production; engineering drawings, exploring materials and research into new methods of theatre technology. May be repeated for credit up to six units.

**570A Styles of Directing/Performance (3)**

Prerequisites: THTR 470A,B. Styles and performance of period plays. From Greek tragedy through the Restoration. May be repeated once for credit.

**570B Styles of Directing/Performance (3)**

Prerequisites: THTR 470A,B. Styles and performance of period plays. From recent classical work to present. May be repeated once for credit.

**575 Seminar in Theatre History (3)**

Directed research and criticism in examining significant historical periods or movements in theatre history. May be repeated for credit.

**577 Graduate Seminar: Costume Design (3)**

Prerequisite: consent of instructor. Costume production problems and their solutions. Specific designers, past and present. Research in practical methods of interpreting the designer's sketch. May be repeated for credit up to six units.

**578 Graduate Seminar: Scene Design (3)**

Prerequisite: consent of instructor. Scenic design projects involving in-depth production style and scheme development. May be repeated for credit up to six units.

**582A Camera Techniques for the Actor and Director (3)**

Prerequisites: THTR 541, 563. In-depth study of the process and performance of camera techniques utilized by actor and director. Camera compatibility, rehearsal, acting and directing methods. Develop screen acting and directing techniques.

**582B Camera Techniques for the Actor and Director (3)**

Prerequisites: THTR 541, 563, 582A. In-depth study of the process and performance of camera techniques utilized by actor and director. Camera compatibility, rehearsal, acting and directing methods. Production of varied dramatic presentations for broadcast.

**583 Graduate Seminar: Acting (3)**

Prerequisites: THTR 563A,B. Investigation and delineation of current acting methods as techniques for solving problems presented by popular dramatic literature. Develop a personal acting philosophy and methodology. May be repeated once for credit.

**586 Graduate Seminar: Lighting Design (3)**

Prerequisite: consent of instructor. Advance theoretical lighting design projects. Production problems and their solutions. Specific designers, past and present. May be repeated for credit up to six units.

**588A,B Graduate Projects in Design and Technical Theatre (3,3)**

Theoretical projects and designs for productions prior to final projects. Faculty and student critiques. Tailored to individual student needs. Enrollment limited to M.F.A. students.

**597 Project (1-3)**

Prerequisites: consent of instructor, student's graduate committee and department executive committee. Development and presentation of a creative project beyond regularly offered coursework. May be repeated for credit up to six units. Student must complete course application form by the end of the seventh week of the semester preceding that in which the work is to be done.

**599 Independent Graduate Research (1-3)**

Prerequisites: consent of student's graduate committee and instructor; application form with appropriate signatures must be on file in department office prior to registration. Research in theatre. May be repeated for credit.

**THEATRE EDUCATION COURSES**

Courses are designated as THED in the class schedule.

**442 Teaching Theatre in the Secondary School (3)**

Prerequisite: admission to teacher education. Objectives, methods and materials for teaching in the secondary school. A "B-" (2.7) or better is required to earn a preliminary Single Subject credential.

**449E First Semester Student Teaching (3)**

(Same as EDSC 449E)

**449I Second Semester Student Teaching (10)**

(Same as EDSC 449I)

**449S Seminar in Secondary Teaching (3)**

(Same as EDSC 449S).



# Women and Gender Studies

College of Humanities and Social Sciences

## PROGRAM COORDINATOR

Rebecca Dolhinow

## PROGRAM OFFICE/WEBSITE

Humanities 214  
657-278-3888  
[hss.fullerton.edu/womens](http://hss.fullerton.edu/womens)

## PROGRAMS OFFERED

Bachelor of Arts in Women's Studies  
Minor in Queer Studies  
Minor in Women's Studies

## FACULTY

Renae Bredin, Rebecca Dolhinow,  
Donna Nicol, Karyl Ketchum

## INTRODUCTION

Women and Gender Studies emphasizes the study of gender-based movements, gendered experience, research, analysis and theory, from a women-centered perspective, as subjects and as researchers. Core courses incorporate information technologies and community service learning experiences that offer students opportunities to develop essential skills and civic commitments. Students develop links to the community and to businesses and professional sites where they have opportunities to apply and evaluate the research, methods and theories that they are studying.

## LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following learning goals and learning outcomes have been established for students pursuing a degree in Women and Gender Studies:

### Theoretical Knowledge

- Articulate and critique multiple theoretical frameworks
- Integrate historical and contemporary knowledge of women's movements globally and in the U.S. into an analysis of gender issues

### Methodology

- Understand and apply feminist epistemology and research methods demonstrated through independent research using standard English grammar and coherent written organization

### Critical Thinking

- Analyze and evaluate texts and ideas in both oral and written modalities

### Leadership

- Demonstrate leadership skills by organizing and implementing projects

## BACHELOR OF ARTS IN WOMEN'S STUDIES (120 UNITS)

The Bachelor of Arts in Women's Studies requires 39 units in the major, including core, breadth and elective courses.

The program is designed for students who have a particular interest in learning more about gender roles and status of women in society. Cross-disciplinary in structure, the major draws from a wide variety of courses offered by many departments throughout the university. Women and Gender Studies majors develop proficiency in a wide variety of research methodologies appropriate to humanities and the social sciences, as well as the areas of business, science and the arts. The goals of the major are to apply concepts learned in Women and Gender Studies courses to other academic areas, to encourage more students to conduct research in the area and to prepare students in selected career

paths where sensitivity to women's issues is important (particularly in business, education, counseling, human services, public administration and the health professions, as well as liberal arts degrees in general).

#### **Core Requirements (18 units)**

WMST 205 Gender and Globalization (3)  
WMST/PHIL 302 Introduction to Women's Studies (3)  
WMST 350 Research, Methodology and Writing (3)  
WMST 450 Theory, Practice, Internship and Community Service (6) (capstone class)  
WMST 480 Feminist Theories (3)

#### **Breadth Requirements (9 units)**

AMST 320 Women in American Society (3)  
ANTH 332 Women in Cross-Cultural Perspective (3)  
PSYC 310 Psychology of Women (3)  
SOCI 354 Gender, Sex and Society (3)  
PHIL/WMST 343 Philosophy of Feminism (3)  
WMST 360 Politics of Sexuality (3)  
POSC/WMST 485 Women and Politics (3)

#### **Elective Options (12 units)**

Select from the following or from additional breadth requirements

AFAM/WMST 306, 310  
AFAM/HUSR 311  
AMST 413, 419, 420  
AMST/WMST 312  
ANTH/WMST 316  
ART 401  
ASAM/WMST 308  
BIOL 360  
CHIC/WMST 313  
CRJU 430  
ECON/WMST 355  
ENGL 355T  
FREN 485\*  
GRMN 485T\*  
HIST 377, 424T, 449A  
HIST/WMST 332  
KNES 480  
LING 369  
MUS 305  
PHIL 325  
POSC 474

PSYC 312

SOCI 355, 381, 408

WMST 100, 101, 220, 320, 330, 360, 410, 420, 470T, 480, 490T, 499

#### **Variable Topics (1-3 units) or Independent Study (1-3)** (can be arranged through various departments)

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\*When listed in the schedule of classes with an emphasis on women

#### **MINOR IN QUEER STUDIES (18 UNITS)**

The minor in Queer Studies creates an opportunity for students to engage in rigorous critical thinking beyond the disciplinary range of any single department. Due to the growing demand for sensitivity and nuance toward issues relating to diversity, the Queer Studies minor has wide applicability within the public and private sectors.

#### **Core Courses (6 units)**

WMST 360 Politics of Sexuality (3)  
WMST 420 Queer Theory (3)

*Plus, ONE of the following:*

PSYC 456 The Psychological Study of Lesbian, Gay and Bisexual Experiences (3)  
AMST 473 Sexual Orientations and American Culture (3)

#### **Elective Courses (9 units)**

Select from the following. No more than six units from the same department.

AMST 413, 377, 419  
ANTH 316  
ASAM 344  
CAS 380  
CHIC 305, 313  
HIST 437B, 437C  
HUSR/AFAM 311  
PHIL 325, 343, 377, 384  
PSYC 312  
SOCI 354, 357, 381

#### **MINOR IN WOMEN'S STUDIES (24 UNITS)**

The Minor in Women's Studies has wide applicability and career goals to work in other disciplines. Students have the opportunity to extend academic or career interests in ethnic or international studies or in specific disciplines to include gender analysis through independent study units that can be applied toward their minor.



**Core Courses (6 units)**

WMST 205 Gender and Globalization (3)

WMST 302 Introduction to Women's Studies (3)

**Breadth Courses (9 units)**

Chosen from courses listed above under breadth requirements for major.

**Elective Courses (9 units)**

Chosen from list of elective options for major listed above.

**WOMEN AND GENDER STUDIES COURSES**

Courses are designated as WMST in the class schedule.

**100 Introduction to Gender Studies in the Humanities (3)**

Gender representation in the humanities, using primary texts from around the world that shape global perspectives on the human condition. Concepts studied include rationality, the moral dimensions of individuals and communities and the social construction of gender. One or more sections offered online.

**101 Introduction to Ethnic Studies (3)**

(Same as AFAM 101)

**205 Gender and Globalization (3)**

Prerequisite: completion of General Education (G.E.) Category C.1 or D.1. How globalization affects women's lives through the distribution of wealth, knowledge and opportunity. Focuses on local and transnational responses to global processes and how activists can work within and between these movements. International in focus. One or more sections offered online.

**220 Introduction to Gender and Social Space (3)**

Introduction to gender within the history of geography as a social science. Concepts such as the social construction of gender and space, and how these concepts vary in different geographical regions. (Same as GEOG 220)

**302 Introduction to Women's Studies (3)**

Prerequisite: PHIL 100, BIOL 101, PSYC 100 or SOCI 100. Interdisciplinary introduction to intercultural women's issues and research in relevant disciplines. One or more sections offered online. (Same as PHIL 302).

**306 American Indian Women (3)**

(Same as AFAM 306)

**308 Asian American Women (3)**

(Same as ASAM 308)

**310 Black Women in America (3)**

(Same as AFAM 310)

**312 Multicultural Identities and Women's Experience (3)**

(Same as AMST 312)

**313 La Chicana (3)**

(Same as CHIC 313)

**316 Anthropology of Sex and Gender (3)**

(Same as ANTH 316)

**320 Gendered Techno-culture (3)**

Prerequisites: completion of G.E. Categories C.1, C.2. Current technologies and their relationship to gender issues, combining theoretical considerations with practical applications. Students will learn some basic technologies to use as tools for their projects.

**330 Women in Leadership (3)**

Prerequisite: completion of G.E. Category C.2 or D.1. Women's conceptions of corporate and grassroots leadership. Examines traditional notions of leadership, successful leaders in business, education and politics, and how women become strong leaders.

**332 Concepts and Approaches in Women's History (3)**

(Same as HIST 332)

**343 Philosophy of Feminism (3)**

(Same as PHIL 343)

**350 Research, Methodology and Writing (3)**

Prerequisite: WMST 302. Study and evaluation of various methodological approaches used to address gender issues, such as survey analysis, oral history, personal narrative and ethnography. Development of research skills, including computer applications. Development of writing skills, including research papers.

**355 Economics of Gender and Work (3)**

(Same as ECON 355.)

**360 Politics of Sexuality (3)**

Prerequisite: completion of G.E. Category D.1. Critical examination of the cultural politics of sexuality within the United States and across national and cultural boundaries using feminist theories and methods. A focus on sexual controversies illuminates the relationship between sex, power and social change.

**410 Women, Health and Aging (3)**

Prerequisite: junior or senior standing. Critical analysis of influential gendered images found in literature, painting, films and advertising that depict disability and other health issues related to aging. (Same as GERO 410)

**420 Queer Theory (3)**

Prerequisite: Completion of G.E. Category C.3. Theories and debates in queer studies, emphasizing sexualities and the settings in which they are lived, celebrated and contested. Critically assess sexuality as an economic, political and social category of identity.

**450 Theory, Practice, Internship and Community Service (6)**

Capstone Course. Two-tiered course that studies and evaluates analysis of theory and practice, and incorporates a semester-long on-site community-based learning component. Applications of theory evaluated through in-class and Internet discussion and writing projects.

**470T Topics in Women Studies (3)**

Prerequisites: WMST 205, 302, graduate status or instructor permission. Students will engage in discussion and analysis of current topics and issues from an interdisciplinary perspective. Current Topics include Feminism and Popular Culture; Sex, Gender and Rock and Roll. May be repeated once for credit when topic changes.

**480 Feminist Theories (3)**

Prerequisite: WMST 302 or 343. Study of history and theories of feminism. Readings and discussions of theoretical developments in feminist thought and activism. Historical overview of connections between women as social actors and agents of social change and feminist theorizing.

**485 Women and Politics (3)**

(Same as POSC 485)

**490T Advanced Readings in Feminist Theory (3)**

Prerequisites: WMST 302, 480. Covers the work of a single feminist writer, such as Simone de Beauvoir, Angela Davis and Gloria Anzaldua for an entire semester.

**499 Independent Study (1-3)**

Prerequisite: approval by instructor teaching a Women and Gender Studies class, or by Coordinator of Women and Gender Studies. An opportunity to do extended research in Women and Gender Studies, or to link an interest in another discipline to an interest in Women and Gender Studies.

# Degree Programs

California State University Fullerton offers more than 100 undergraduate and graduate degrees in a wide variety of academic fields. Many of these disciplines also provide opportunities for concentrations and special emphasis areas within a given degree. Please see the applicable academic department or program descriptions beginning on the pages indicated below:

## Bachelor's Degrees: (55)

American Studies – B.A. ....	158
Anthropology – B.A. ....	163
Art – B.A. and B.F.A. ....	171, 173
Athletic Training – B.S. ....	400
Biochemistry – B.S. ....	214
Biological Science – B.S. ....	194
Business Administration – B.A. ....	208
Chemistry – B.A. and B.S. ....	215, 214
Child and Adolescent Development – B.S. ....	227
Civil Engineering – B.S. ....	234
Communication Studies – B.A. ....	369
Communications – B.A. ....	241
Communicative Disorders – B.A. ....	369
Comparative Literature – B.A. ....	311
Computer Engineering – B.S. ....	258
Computer Science – B.S. ....	262
Criminal Justice – B.A. ....	274
Dance – B.A. ....	587
Earth Science – B.A. ....	339
Economics – B.A. ....	278
Electrical Engineering – B.S. ....	293
English – B.A. ....	311
Ethnic Studies – B.A. with options in	
African American Studies ....	153
Asian-American Studies ....	187
Chicano Studies ....	223
European Studies – B.A. ....	325
French – B.A. ....	454
Geography – B.A. ....	333
Geology – B.S. ....	339
Health Science – B.S. ....	350
History – B.A. ....	358
Human Services – B.S. ....	380
International Business – B.A. ....	397
Japanese – B.A. ....	455
Kinesiology – B.S. ....	402
Latin American Studies – B.A. ....	413
Liberal Studies – B.A. ....	416
Linguistics – B.A. ....	420
Mathematics – B.A. ....	432
Mechanical Engineering – B.S. ....	442
Music – B.A. and B.M. ....	475, 478
Nursing – B.S. ....	493
Philosophy – B.A. ....	509
Physics – B.S. ....	515
Political Science – B.A. ....	520
Psychology – B.A. ....	529
Public Administration – B.A. ....	538
Radio-TV-Film – B.A. ....	541
Religious Studies – B.A. ....	252
Sociology – B.A. ....	567
Spanish – B.A. ....	455
Theatre Arts – B.A. and B.F.A. ....	584, 585
Women's Studies – B.A. ....	596

## Master's Degrees: (50)

Accountancy – M.S. ....	147
American Studies – M.A. ....	158
Anthropology – M.A. ....	163
Art – M.A. and M.F.A. ....	175, 176
Biology – M.S. ....	198
Biotechnology – M.Bt. ....	197
Business Administration – MBA ....	211
Chemistry – M.A. and M.S. ....	216
Civil Engineering – M.S. ....	235
Communication Studies M.A. ....	370
Communications – M.A. ....	243
Communicative Disorders – M.A. ....	370
Computer Science – M.S. ....	263
Counseling – M.S. ....	270
Economics – M.A. ....	278
Education – M.S. with Concentrations in	
Bilingual/Bicultural Education ....	303
Educational Technology ....	303
Elementary Curriculum and Instruction ....	304
Reading ....	546
Educational Administration ....	285
Higher Education ....	286
Secondary Education ....	556
Special Education ....	577
T.E.S.O.L. ....	458
Electrical Engineering – M.S. ....	295
English – M.A. ....	312
Environmental Engineering – M.S. (online only) ....	319
Environmental Studies – M.S. ....	322
Geography – M.A. ....	334
Geology – M.S. ....	340
Gerontology – M.S. ....	346
History – M.A. ....	359
Information Systems – M.S. ....	385
Information Technology – M.S. (online only) ....	387
Instructional Design and Technology – M.S. (online only) ....	393
Kinesiology – M.S. ....	404
Linguistics – M.A. ....	420
Mathematics – M.A. ....	432
Mechanical Engineering – M.S. ....	444
Music – M.A. and M.M. ....	480
Nursing – M.S. ....	494
Physics – M.S. ....	516
Political Science – M.A. ....	521
Psychology – M.A. ....	530
Psychology (Clinical) – M.S. ....	531
Public Administration – M.P.A. ....	538
Public Health – M.P.H. ....	352
Science (Teaching) – M.A.T. ....	551
Screenwriting – M.F.A. ....	541
Social Work – M.S.W. ....	562
Sociology – M.A. ....	568
Software Engineering – M.S. (online only) ....	574
Spanish – M.A. ....	457
Taxation – M.S. ....	148
Theatre Arts – M.F.A. ....	587

## Doctoral Degree: (2)

Educational Leadership – Ed.D. ....	287
Nursing Practice – D.N.P. ....	498